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JEROME ALLEN, }

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GENERAL EASTERN AGENTS:

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New York, Aug. 29, 1885.

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We fail!

But screw your courage to the sticking place
And we'll not fail.—*Shakespeare.*

A good story is told of the Bishop of Atlanta, Ga. He recently addressed a large assembly of Sunday-school children, and wound up by asking in a very paternal and condescending way, "And now, is there a-a-n-y little boy or a-a-n-y little girl who would like to ask me a question?" After a pause he repeated the question, "Is there a-a-n-y little boy or a-a-n-y little girl who would like to ask me a question?" A little shrill voice called out: "Please, sir, why did the angels walk up and down Jacob's

ladder when they had wings?" "Oh, ah, yes—I see," said the bishop; "and now is there a-a-n-y little boy or a-a-n-y little girl who would like to answer little Mary's question?"

THE life of General Grant shows us the possibilities of those whom we least expect to become great. The time has gone by when we say to our pupils, "I hope some of you may become presidents or presidents' wives"; but, inspired by the lives of such men as Lincoln, Lee, Stonewall Jackson, Garfield, and Grant, we can say, "You can become honest, capable men and women, and do well, whatever may be committed to your hands." The quiet boy whose modesty keeps him from asserting himself is often overlooked in our estimate of future success, but he may be the one of all others who will bring the greatest honor to his teachers.

THERE is a great gulf between teaching self and teaching knowledge. Self stands in the way of knowledge, and until it is removed it becomes an impossible barrier between the learner and what he is to learn. Some public speakers principally impress themselves upon their audiences. An inaudible voice is constantly saying, "See my hands—hear my voice—look at my good appearance—am I not splendid?—There! wasn't that well said?" Such speakers do little good, in fact, it is a question whether they do not do more harm than good. The self-conscious teacher never gets out of himself. He is in an iron cage, it is always outside—the most prominent object in view. How can this state be shunned? Cultivate those qualities that antagonize selfishness. Let yourself alone. It isn't worth half as much as you think, and others think infinitely less of it than you imagine. Forget and forsake yourself. This is the only remedy.

THERE are some who fail to discriminate between the public school system, and the public school teacher. A man employed to do a piece of work is not to be held responsible for the plan of the work he does. He proceeds according to instructions given him, and is to be praised if he succeeds, even though the results are worthless. If a man determines to build a house in such a manner as to be uninhabitable, those whom he employs are not to be complained of because what they produce is useless. The most costly carvings may be out of sight and the windows placed where they are not at all needed; in fact, the whole plan may be disjointed and irrational.

We admit that many teachers need reforming, but our system needs it much more. In many cases it crushes out all individual effort and makes the teacher a machine, commanded to do no thinking as to what he does, only required to work according to rules. The less he thinks for himself the better, in most cases, he suits his Board and its executive officers. So soon as he attempts to do his work in his own way, he in-

terferes with the working of "the machine" and is commanded to stop or resign. No teacher in a "system" like that in New York City could hold his position a year if he did much thinking on his own account. The machine in education is at fault, not the teachers who are employed to run it.

AFTER vacation, what? One answers: "Another year of hard work." Another cries: "I wish vacation would never end"; but the large majority of the grand army of this republic are looking with exultation and anticipations of delight to a new year. To them the school-room is the place of all places where they love to be. To stand in the midst of a throng of expectant, happy children is their delight. They love to answer their questions, receive their hearty expressions of love, and be made children again by close contact with their young hearts. If there is nothing more godlike in this world than love for children, there is no class more nearly divine than the real child lovers among the teachers of our land. Who are brought more closely in contact with children? Who are better able to understand all classes of them in all their varying moods? Not even parents are so well acquainted with children as teachers. Some fathers and mothers never understand them at all, but to the real teacher childhood is the study of all others in which she delights.

Teachers! we congratulate you on the opening of a new school year. At no time in the history of the world were you more appreciated or your opportunities greater. There are discouragements—many of them—but on this opening week bid good-bye to trouble and anxiety, and look with the greatest anticipations of pleasure to the school year now commencing.

A TEACHER's judgment of his pupils is often exceedingly erroneous. The very ones he marks out for fame and fortune turn out the worst, and those he passes by as little worth, rise to influence and power. A few teachers have the faculty of correctly forecasting the future of their pupils. Among such instructors was the late Dr. Davies, the well-known author. During the cadetship of General Grant he was professor at West Point. Soon after young Grant's graduation several professors were discussing the future prospects of the class just sent out, when Dr. Davies said: "Lieut. Grant is destined to take a very high rank in the army. His prospects, in my opinion, are the best of any of his associates." At the time no one agreed with him, but the future has showed how correct his estimate was. Many instances are mentioned of such keen discrimination on the part of Arnold, of England; Taylor, of Andover; and Hopkins, of Williams. Scholarship alone does not insure success. A clear head, a sound heart, and pluck, and perseverance are certain to bring their reward. A wise teacher estimates all the elements of a pupil's character. An unwise one only looks at the text-book side.

Facts! Indeed! Facts! Why, facts are the most diverse in their effects of anything in the world. The fact that two and two are four is harmless enough. The fact that one has become accustomed to witnessing deeds of darkness and crime, is by no means harmless. Knowledge of evil, *in itself*, is only evil.

The New Haven Training School reports its pupils each week on the following subjects: Self control; including manner, energy, and voice. Control of pupils; including tact, and persistence. Teaching; including preparation, skill in questioning, power of expression, logical order, and attention of class.

At a Socialist picnic in Chicago recently, more than \$600 was spent on the ground for cigars and beer, while on some of the banners carried were the words, "Our children cry for bread!"

The *Journal of Education* says: "Knowledge is power." No, knowledge is *not* power. The knowledge of "good and evil" has too often wrought seriously bad effects upon the human family, from the Garden of Eden to New York and Chicago. It is not knowledge that is required, for the biggest knaves on earth are by no means destitute of knowledge. Aaron Burr knew enough, Benedict Arnold was not a fool in the ordinary sense of the word. The skillful bank burglar and the typical Canadian cashier are well advanced in knowledge.

"Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more."

The new firm of D. C. Heath & Co. has commenced business in Boston. Mr. Heath has been for many years a member of the well known house of Ginn, Heath & Co., and is well known for his thorough attention to business, knowledge of the wants of the schools, and excellent social qualities. In his new relations, directing a house of his own, there can be no doubt concerning his future. The new firm commences with an excellent list of books, and they promise to keep themselves acquainted with advanced educational thought, and anticipate the needs of the schools. In type and paper they will use what experience has shown them to be best for pupil's eyes, and use such illustrations as will elucidate the subject rather than simply adorn the book. In all their dealings, they will be found to be prompt, accurate, and obliging. We are certain the public will never have occasion to complain on account of their educational or pecuniary sins. The schools are to be congratulated on their existence. We predict for them a brilliant future.

SOME of the teacher's agencies report that frequent applications are made to them for teachers and principals who understand the Quincy Methods and the New Education. The world is moving, surely.

In reference to Mr. Holbrook's admirable catalogue of carefully selected and classified books for the young, with an introduction by the Hon. B. G. Northrop, the *Zion's Herald* says:

"It is an admirable guide to the family arranging a home library, or to any young readers wishing to have some intelligent plan for their reading, or for making a collection of books. It is not a heavy, forbidding outline, but a fine assortment of the best works in fiction, from the pens of story tellers and of the poets, as well as works of history, science, travels, and general literature."

A very prominent citizen of Illinois writes:

"This admirable book list ought to be in the hands of every teacher, parent, and guardian of youth in our land."

By remitting a two-cent postage stamp to the publishers of this paper, any teacher or parent can get a copy of this list.

THE Summer school of primary methods at Glens Falls under the management of Superintendent Sherman Williams and N. J. Ballard is a success. A friend writes us that "the teachers are greatly interested in their work". This is encouraging. Great good will go out from these summer schools. Those who attend them will receive encouragement, enthusiasm, and strength. This

will bring better work and increased salaries. There are over a hundred teachers in attendance at Glens Falls.

THOUSANDS of pupils contributed to the Bartholdi Statue fund, nor was the money grudgingly given. Now why should not thousands more give their pennies to the Grant Memorial. Miss Margaret Sidney has urged five reasons why all boys should take hold of this matter in earnest.

1. The boys are to be our future citizens and keep the country he saved.

2. He is hero to everybody.

3. Because after giving their own money, they will put themselves in an attitude of love towards his memory, thereby adopting his rules and method of life; his patience, sweetness of temper, his loyalty to friends, above all his loyalty to his country, his courage, his reticence, and his indomitable perseverance.

4. Nothing endears a boy to his country so much as to love the hero of his country. Cherish General Grant, then, boys, with all your hearts, now and all your lives.

5. And last. Because these boys never had a chance to fight under him. There may be a time coming when all valor, all strength, all goodness will be needed. None can say. History furnishes crises suddenly. Get ready for life now, boys of the North and South, in that brotherly love that General Grant left you as his greatest gift, and you will best honor him.

So, boys of every State in the Union, from Maine to Florida, and from the Atlantic to the Golden Gate, singly and in societies, send your money; the five cents, the dime, the quarter of a dollar, yea, even the penny, to the office of the Grant Monument Association, No. 146 Broadway, New York City.

THE time is not far distant when *all citizens* will be permitted to vote on educational questions. Who are more interested in the training of children than their mothers, and who are better qualified to judge of the character of those who teach them, than parents themselves? These thoughts are suggested by a letter we recently took from the table of our State Superintendent of Public Instruction, the Hon. W. B. Ruggles. It is so full of suggestive thought we print it in full, omitting names:

"Can you inform me, as a most interested mother, who are qualified to vote at school meetings? For the last few years it has been the object of many in this place to engage cheap teachers. A year ago last winter a young man was hired for five dollars a week and board himself. He did the best he could in a school of forty, having never taught before; but to advanced scholars it was just a loss of four months' time. The consequence is we have to send our children away to school before they should be away from home influences. Our only child has to be separated from us from three to six months, all because we cannot all see that it is a public benefit to have good country schools.

"The majority in this place have no children at school, and their object is to make the taxes as small as possible. A man can pay a tax on fifty dollars and vote for such a trustee as ——— every time, with his assurance that taxes shall be lighter. Last fall the press came to our rescue and announced that women had a right to vote, if they sent children to school. Some of us improved the opportunity and voted, and ——— challenged our vote, and threatened us with prosecution, but he concluded to wait. I give you this account by request of others, hoping that you will see fit to reply. We would like to know whether mothers, sending children to school, but paying no taxes, have a right to vote in school meeting. ———"

The law of New York, section 12, title 7, as amended by the act of 1881, is as follows: "Every person of full age residing in any neighborhood or school district and entitled to hold lands in this State, who owns or hires real property in such neighborhood, or school district liable to taxation

for school purposes, and every resident of such neighborhood or district who is a citizen of the United States, above the age of twenty-one years, and who has permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school for a period of at least eight weeks within one year preceding, and every such resident as aforesaid who owns any personal property assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other, shall be entitled to vote at any school meeting held in such neighborhood or district."

The attorney general decides that this law does not in all cases confer the right of voting upon both husband and wife. The following rulings have been made by Supt. Ruggles:

"There are three classes of voters at school meetings in this State:

"1. Every person (male or female,) who is a resident of the district, of the age of twenty-one years, entitled to hold lands in this State, who either owns or hires real estate in the district liable to taxation for school purposes.

"2. Every citizen of the United States (male or female,) above the age of twenty-one years, who is a resident of the district, and who owns any personal property assessed on the last preceding assessment-roll of the town exceeding fifty dollars in value, exclusive of such as is exempt from execution.

"3. Every citizen of the United States (male or female,) above the age of twenty-one years, who is a resident of the district and who has permanently residing with him or her, a child or children of school age, some one or more of whom shall have attended the school of the district for a period of at least eight weeks within the year preceding the time at which the vote is offered.

"No other person is entitled to vote."

In some states all women as well as men are entitled to vote at school meetings, and hold school offices. This, it seems to us, is exactly as it should be, for the fact is if either men or women are to be forbidden this privilege, *let the men be cut off first*. Our school matters would be improved, in many places, if they were entirely committed to the management of women.

THE SCHOOL-ROOM.

HOW TO INTEREST PARENTS.

The teacher's way to the heart of a parent is through his child. As a teacher he can reach it no other way. He may interest him as a politician, story teller, assistant, or companion, but his character as a teacher is measured by his influence on his child. In studying, then, how to interest parents we must study all the various relations existing between school and home influences. Nothing is nearer the heart of a true mother or father than his or her child. No chord vibrates in one heart without finding a sympathetic response in the other. It is an axiom that the parent's judgment is always prone to decide in favor of his child. This is nature, and must be recognized in all the dealings of teachers with parents and their children. It follows, then, that the first way to interest parents is to

SHOW A DEEP INTEREST IN THE PERSONAL WELFARE OF EACH CHILD.

In order to do this honestly, the number of pupils committed to the care of a teacher must not be so large as to remove her from personal contact with each one. She must show what interest she has, not attempt to palm off what she has not. In other words this interest must be real and genuine towards each scholar under her care. It is often said that the teacher is "*in loco parentis*" (in the place of the parent), but how can this be unless for the time she acts and feels somewhat like a parent. The child under a true teacher has two parents—one at home and the other in the home of the school. There is an earnest love going out to the child from both homes. Unless this parental rela-

tion is established, the first important element of a true school is wanting. When it is established, and the parent at home believes that the other parent in the school has somewhat of the same interest in her child she has the strongest element of interest reached. Under these circumstances the home parent commits her child to the school parent with the fullest confidence that everything will be done that it would be possible to do at home. It is an axiom, "Touch me, touch my child."

The skillful pastor holds his place in the hearts of his parishioners through their children. The little boy is taken on his knee, and affectionately patted and fondled. Even the baby's prattle is noticed, and its eyes, hair, or health praised. He inquires after the welfare of the absent children and friends, and shows an interest in whatever most interests the family. In this way, through a genuine character, he holds his place, first in the affections, and then in the respect, of his flock.

LOSE NO CHANCE TO SPEAK A GOOD WORD TO THE PARENT ON BEHALF OF THE CHILD.

Parents delight to think their children are objects of special care and interest. Children need this attention. It gives them self-respect and ambition. A pupil who is neglected or scolded in the school, or ignored at home, has no incentive towards trying to make himself better. It is sometimes the case that parents undervalue their children, or think them capable of doing more than they are able. They give them tasks which they cannot perform. The teacher can correct this by a conference with the parents, and often save them from making serious mistakes in their children's education.

CORDIALLY INVITE AND URGE THE PARENTS TO VISIT THE SCHOOL.

They should expect to find it about its every day work. No change should be made in the order of exercises because visitors are present. In fact, after they are welcomed, they should be ignored, and expected to take care of themselves. If visits are frequently made, the school comes to expect them, and takes no notice of those who are present. A visit to a school unaccustomed to receive it often destroys all good work, vexing the teacher, and sometimes leading to bad results. Such visits are far from satisfactory; but calls, when the school work is not disturbed, are exceedingly beneficial. Parents become deeply interested in what is going on, appreciate difficulties, take note of methods, and come to be more in sympathy with the teacher. The school becomes a familiar place to the district, a sort of neighborhood home, in which all take a common interest. Under such circumstances it requires no great effort to interest parents.

A CAUTION.

A word of caution may be necessary to young teachers. It is this: Do not discuss with others your methods of teaching. This is your business, and yours alone. If you make mistakes, rectify them, but *don't talk about it*. You will find all sorts of cranks more than ready to give you advice. Hear, answer respectfully, but have a mind of your own, and change the subject of conversation as soon as you politely can. In this way you will avoid much trouble.

When visitors come do not stop to explain what you are about. Go at your work and show by results what you are doing.

There are many other ways of interesting parents which will occupy the columns of future numbers of our paper. It is a most important subject.

FOR THE SCHOOL JOURNAL.

HOW TO PREVENT TARDINESS.

Tardiness is the curse of many schools. Only a few learn how to break it up, and these few do not seem to have the power of making others understand the secret of their success. It seems to be an art that cannot be taught like those of a mechanical or manual character. Yet much can be learned by those who are really anxious to improve themselves in this important branch of school management. To such these words are dedicated.

TARDINESS CAN BE MUCH DIMINISHED BY MAKING OPENING EXERCISES INTERESTING.

Routine is repulsive to children. They love things new. The prosy repetition of set formulas, and the reading of what is not understood, are certain to become objects of disgust. The greatest interest can be excited in a class of pupils by saying, "There is something in this box which you have never seen, but which you all have often wanted to see. It is a great curiosity. To-morrow morning, at the opening of school, I will show you what it is, and you can all handle it as much as you please." It is certain few members of the school would be absent under such circumstances. While an opening exercise cannot be made in this way an object of curiosity, yet it can be made an object of interest. The charm of novelty has great attraction. It is next to the power of curiosity. The same manner of opening a school need not be followed daily; in fact, these exercises should be varied. In what way, will afford a topic for future consideration. Those teachers who are troubled with tardiness would do well to make the character of their opening exercises a subject of careful study.

TARDINESS CAN BE DIMINISHED BY MAKING THE STANDING OF THE SCHOOL AN OBJECT OF PRIDE ON THE PART OF THE PUPILS.

The perfection of a school consists in four particulars: Punctuality, Attendance, Scholarship, and Deportment. In some schools teachers have large cards containing the words: "PERFECT IN PUNCTUALITY TO-DAY," "PERFECT IN ATTENDANCE TO-DAY," etc. The display of one or more of these cards constitutes a source of school pride. In a room of a graded school this method can be made an element of great power. The number of times these cards are hung up is recorded, and thus a competition is excited between different rooms in the same building or town. By a skillful use of the punctuality card the force of a whole room can be brought to bear upon a few careless scholars who are most frequently tardy.

TARDINESS CAN BE DIMINISHED BY INFLUENCING PARENTS TO BREAK IT UP.

Personal visits to parents is the best way. This is a troublesome and often a self-sacrificing method of treating the difficulty, but it is very effective. Parents sometimes are not aware of the injury tardiness causes a school. To them it is a matter of little consequence whether their children are at school at nine or fifteen minutes past nine; but when it is made plain that the success of the school depends upon having all its members on hand at its opening, they will exert themselves to start their children in time. It brings to bear upon the tardy one a force at each end of his line—the home end and the school end. When a scholar knows that his parents co-operate with the teacher and approve his course, most of the danger of insubordination on his part is obviated; but if he understands at home that it is a matter of indifference whether he is tardy or not, he is not likely to exert himself to be in time. Teachers making such visits should first request, then explain, and then urge parents, and if this does not secure their sympathy and co-operation they should personally appeal to their better judgment and sense of duty. The management of parents is a source of school power many teachers use with great force. Nothing is at all equal to the personal visit of the teacher to the home of the pupil in correcting not only the evil of tardiness but many other evils afflicting a school.

TARDINESS CAN BE DIMINISHED BY MAKING ONE CASE equal to half a day's absence, and a certain number of absences a sufficient cause for suspension from the school. Care must be taken in making this rule to obtain the co-operation of the superintendent, trustee, or committee-man; for in most states the teacher has no power of suspending a pupil for any offence, even for a single hour. But even if the law protects the teacher to its fullest extent, it is better for all suspensions to come from a superior officer. It adds much to the force of the punishment, and takes away from the teacher the odium and opposition sure to come from using severe measures.

TARDINESS CAN BE DIMINISHED BY READING, EACH MORNING, AT THE OPENING OF SCHOOL, A PART OF A CONTINUOUS STORY OR HISTORY.

It must be interesting. This is essential; but it must be more—it must contain the elements of instruction. An exciting story may easily create a depraved taste, or contain incorrect statements or excite a love for the sensational. In these particulars it would do harm, so no reading should be more carefully chosen than that which is presented at the opening of school, when the minds of the children are fresh, and easily susceptible of permanent impressions. The lives of Alexander the Great, or Peter the Great, or incidents in our Revolutionary or Civil Wars, afford abundant sources for the selection of most valuable materials. These readings must not be long. Usually ten minutes should be the limit, and if the story is intensely pleasing, five minutes will be enough. It must stop in the most interesting place, leaving the hearers in a condition of great curiosity as to what is to follow. If this plan of breaking up tardiness is wisely pursued, it will be found to be an element of great force and benefit, for these stories can be made the basis of conversations and written language lessons. Nothing helps a scholar more than the habit of accurate grammatical and fluent reproduction, and if this result can be reached and tardiness also greatly diminished, two most important ends will be attained.

There are several other ways of diminishing tardiness, among which the following have been successfully tried:

A small illuminated card can be given, at the close of each week, to those who have been punctual.

A party or excursion can be planned, to which all who have been perfect in punctuality for a certain time, may be invited. This can be arranged for Friday afternoon or Saturday forenoon.

The subjects of school-work that the pupils like best can come first in the morning.

Those who have been punctual for a certain time can be excused an hour or more earlier on Friday afternoon.

IN GENERAL.

The price of punctuality, like liberty, is eternal vigilance. When the teacher becomes careless or perfunctory in his work, the school will instantly catch his spirit. Do not scold; never threaten; never hold up delinquents to ridicule, or make them objects of contempt. Let all methods be encouraging, stimulating, and positive. Do not think when you have brought your school to almost perfection in this particular that you can relax your efforts. That will be the very time when you will need to be more than ever on the alert. Tardiness is an omnipresent enemy, appearing in full vigor at the very time when you are most certain it is dead.

AN EXERCISE IN SIGHT READING.

PURPOSE OF THE LESSON.—To train the children to give with the fullest expression, thoughts obtained from the printed page.

PLAN OF THE LESSON.—First, ask for an account of that part of the story which was read at the previous lesson. Then lead the children to think of how the Three Bears would talk, and in so doing, call attention to these points. (1) The change from narration to impersonation. (2) The different qualities of voice required. (3) The expression of emotion through voice, face, and manner. Meantime try to work up the interest of the class in the story, in such a way that the enthusiasm shall culminate at the *dénouement*, and make this as exciting as possible.

[The review, which is a very interesting exercise, is omitted on account of space.—Eds.]

"When you are ready to read, you may raise your hands, but you need not speak," observes the teacher.

Soon the hands are all up, and Maggie is named as the one who is to read first.

Stepping into the aisle, the child takes her stand opposite her desk, holds her book in the left hand,

drops the other arm easily at her side, and begins: "By this time the Three Bears thought their porridge would be cool enough; so they came home to breakfast. Now little Silver-hair had left the spoon of the Great, Huge Bear standing in his porridge. 'Somebody has been at my porridge,' said the Great, Huge Bear in his great, gruff voice!"

Her tone is clear and pleasant, and she reads as fluently as she would talk; but her manner is that of a narrator, all the way through, so the teacher questions,—

"Who was it that said, 'Somebody has been at my porridge'?"

"The Great, Huge Bear," states Maggie.

"And how did he say it?"

"In his great, gruff voice," responds the reader, who begins to look as if she foresaw the coming interrogatory, "Did you say it that way?" to which she replies in the negative. "How many can think just how the Great, Huge Bear would talk?" Several signify that they have imagined it. "Who wishes to try to show us how it sounds? Eddie."

The boy begins bravely, but hearing the light sound he makes, instead of the deep growl he thought he was going to make, he falters, and would fail, but that the teacher urges him forward with an encouraging,—"Go on, my boy; that will do for a beginning;" consequently he does little more than pronounce the words.

"Who is going to be my next Great, Huge Bear? Mike." This youth is older, and not wanting in assurance, but his mind, like that of the reader who preceded him, is fixed upon the sound, rather than the sense. He strikes for a low note, and gets it, but being unable to control his voice, it rises gradually as he speaks the sentence, the last word being given in his natural pitch. The effect is so ludicrous that the children smile audibly.

"Is there anybody else who would like to be the Great, Huge Bear?" asks the teacher.

Harry volunteers, and commencing more modestly than either of the others, he manages to get through in better style, but he, too, merely pronounces the words.

"Well, I am beginning to get some sort of an idea of how the Great, Huge Bear talked," remarks the teacher. "What bear spoke next?"

"The Middle-sized Bear!" is the instantaneous chorus.

"I am looking for somebody who will talk just as he did." The hands are all up for this. "Jennie."

"And when the Middle Bear looked at his, he saw that the spoon was standing in it too."

reads or rather talks Jennie. Now with a face and manner of mild surprise, she continues:

"Somebody has been at my porridge;"

then dropping back to the tone of simple narration, she concludes:

"said the Middle Bear in his middle voice."

"That's pretty good," acknowledges the teacher; "who is to be my Little, Small, Wee Bear? Josie."

The diminutive woman called upon, rises and reads:—

"Then the Little, Small, Wee Bear looked at his, and there was the spoon in the porridge-pot. But the porridge was all gone."

So far she has rendered the meaning well, but now comes the difficult part. With a swift glance at the teacher's face, as if to gather courage and inspiration therefrom, the young impersonator of small bears falters forth in a voice hardly above a whisper—

"Somebody has been at my porridge and eaten it all up," said the Little, Small, Wee Bear, in his little, small, wee voice."

"That was a small voice, certainly," grants the teacher. "Well, Ida?"

"I don't think it was squeally enough," criticises that young woman.

"Perhaps not. Suppose you give it as you think it should be;" whereupon Ida pipes up in shrill head notes, and reads as did Josie, the whole [par-

agraph in the same tone.

"What have you to say, Robbie?"

"The little bear didn't say all that!"

"Well?" rejoins the teacher.

"Then the squeally voice shouldn't go all the way through," argues Robbie.

"You may read it, and show us just what you mean."

Robbie does so, and brings out the point of giving only the little bear's speech, in the little bear's tones; but in his attempt to strike the falsetto he unwittingly changes the quality of voice, and thus suggests another ideal to the children, some of whom immediately raise their hands, and Ellen being called upon queries, "Wouldn't the small bear's voice be kind of squeaky?"

"It might," is the teacher's non-committal reply.

"I could tell better after hearing some one read it in that way. You may try."

High and shrill, a mere squeak, is the tone in which the girl renders the lines under discussion, carefully resuming her natural voice at the close of the quotation. This meets the instant approval of the juvenile judges, who are becoming quite anxious that the three bears should be properly represented.

"How many think that Ellen said that just as Little, Small Wee Bear did?"

Most of the children signify their agreement. Out of the few not satisfied, the teacher selects one, saying to him, "What was the trouble; Fred?"

"I don't know," admits the objector; "but I don't think it sounded right."

"Ettie, what have you to say?"

"I thought Little, Wee Bear was almost crying because his porridge was all gone," ventures the child hesitatingly.

"I shouldn't wonder," half concedes the teacher.

"Let me hear you read it as if he was."

Thus incited, Ettie grows bolder, and complains that—

"Somebody has been at my porridge, and has eaten it all up,"

with so much expression of face, voice, and manner, that her small audience are quite carried away by it.

"That's what I meant, Miss E.!" speaks out Fred impulsively; "that whining voice."

"Yes! Who wants to read next?" The division seems to be made up of would-be readers. "I wish to have some one who can talk like the Great, Huge Bear," smilingly states the teacher. "Bennie," she selects.

Pleased to be picked out, and ambitious to verify the wisdom of the choice, Bennie springs to his feet, takes the book with his left hand, the military position with his body, and starts off:

"Then the Three Bears began to look about them to find the thief. Now, little Silver-hair had not put the hard cushion straight when she rose from the chair of the Great, Huge Bear."

Thus far it has been plain sailing and Bennie has really read very well. But now he draws a long breath, puckers up his lips and jerks out word by word,—

"Somebody has been sitting in my chair;"

collapsing at this point into breathlessness, he scurries over the words,—

"said the Great, Huge Bear in his great, rough gruff voice,"

so rapidly and so low in tone, that they are hardly distinguishable.

This is not to the taste of these amateur critics, whose judgment is apparently voiced by one who comments tersely, "He began too big, and ended too little."

"It isn't an easy thing to do," intimates the teacher, a little sorry for the bluntness of the criticism. "Who else would like to try? Oscar."

The lad speaks the descriptive part distinctly yet fluently, while the bear's remark is rendered with considerable fidelity as to voice and expression.

"Oscar got the Great, Huge Bear's growly way

of talking the best of anybody, didn't he, Miss E.?" appeals an out-spoken youngster, as the boy sits.

"He did well," allows the teacher. "I'd like a middle-sized reader next. Bridget."

"And little Silver-hair had pressed down the soft cushion of the Middle Bear."

says Bridget, with her eyes on the book. Lifting them suddenly she exclaims with an air of indignant protest—

"Somebody has been sitting in my chair,"

ending calmly,

"said the Middle Bear in his middle voice."

This is greeted by an instant murmur of approbation from the appreciative little people; who, like larger ones, know the right thing when they hear it, if not before. — *From Quincy Methods.*

FOR THE SCHOOL JOURNAL.

HOME-MADE APPARATUS FOR TEACHING NATURAL SCIENCE IN THE COMMON SCHOOLS

BY FRANK T. WILSON.

REQUISITES TOOLS C ST—USE—SOURCES OF INFORMATION—GENERAL HINTS AND SUGGESTIONS

The requisites for making apparatus are some mechanical skill, patience, good material, and tools.

Patience is essential to enable one to work slowly, to bear with blunders and botched work, to repeat work until a satisfactory article is produced. The beginner must expect to do poor work and waste material, but practice will give ever-increasing skill and experience. The teacher will soon be able to construct apparatus which will compare favorably with that of the general dealer.

In purchasing tools, the best will prove the cheapest. Much can be done with few tools. The advice of Polonius to his son, Laertes, can well be modified and applied to this subject. "Costly thy kit of tools as thy purse can buy." No better investment can be made in the way of apparatus than in good tools. They are indispensable for the experimental work of the laboratory. Moreover, they enable the teacher to provide innumerable conveniences and to construct nearly every piece of apparatus essential to the proper teaching of science in the common schools.

The following is submitted as, in the main, a complete list of tools essential to the attainment of the above objects. It is arranged according to desirability, in three divisions. Retail prices of first-quality tools are given for the convenience of those who may contemplate the manufacture of home-made apparatus. The local hardware dealer will probably give the benefit of trade discount. If not, it can be obtained by purchasing tools of W. F. & John Barnes Co., Rockford, Ill. The accompanying illustration will, perhaps, give a better idea of such a kit of tools, besides suggesting a convenient way of keeping them:

WOOD WORKING TOOLS.

1. Jack-knife	\$0 75
2. Oil Slip	25
3. Zinc Oiler	10
4. Nail Hammer	75
5. 6-inch Try-Square	35
6. Medium sized Ratchet Screw-driver	75
7. Rule	40
8. Hand-saw (Disston & Sons) 16-in.	1 25
9. Excelsior Block Plane	1 75
10. Universal Awl-handle and tools	75
11. Gimlet	10
12. Half-round File, bastard cut, 10-in.	60
13. Barber's Ratchet Brace	2 25
14. Jennings Bits (4 smallest sizes)	1 50
15. Clark's Expansive Bit, 4 to 11-in.	1 75
16. " " " " 1 1/2 to 3-in.	2 50
17. Countersink (for brass or wood)	20
18. Square	1 75
19. Rip saw (Disston & Sons)	2 00
20. Jack Plane (Bailey)	2 00
21. Smooth Plane (Bailey)	2 00
22. Scratch Awl	20
23. Inch Firmer Chisel	50

24. Framing Chisel, 4-in.	50
25. Nail Set	10
26. Small Screw-driver	10
27. Dividers	35
28. Back-saw, 10-in.	1 50
29. Coe's Wrench, 6 in.	60
30. Gauge	40
31. Sliding T-Square	60
32. Grindstone	2 50

METAL-WORKING TOOLS.

33. Cheeney's iron Vice and Anvil, No. —	5 00
34. Small Riveting Hammer	60
35. Flat-nosed Pliers, medium	55
36. Round-nosed "	55
37. Cutting Nippers, 8-in.	1 25
38. Tinners' Snips	2 00
39. Soldering Copper	50
40. Flat File (10-in., bastard cut)	60
41. Round File, 10-in.	25
42. Round File, 5-in.	15
43. Mill File, 6 in.	25
44. Tap Wrench, Taps and Dies	2 50
45. 3 twist Drills, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$ -in.	60
46. Drill Stock	2 50
47. Reamer	20

TOOLS FOR GLASS.

48. Iron Wire ($\frac{1}{8}$ -in., 1 ft. long, wood handle slightly curved at one end.)	
49. Steel Glass Cutter	25

Total \$48.85

While the tools above mentioned are desirable they are not all indispensable. Much can be accomplished with few tools.

In addition to the above, if it can be afforded, Barnes' No. 5 Lathe, price \$100, is a very desirable tool. It will far surpass in usefulness many an expensive and showy piece of apparatus, besides furnishing a fine illustration of mechanical powers and their application. Barnes' Scroll Saw, price \$20, is also desirable; or better still, the Combination Machine, costing \$50. For full details, consult price list and catalogue of the firm above mentioned.

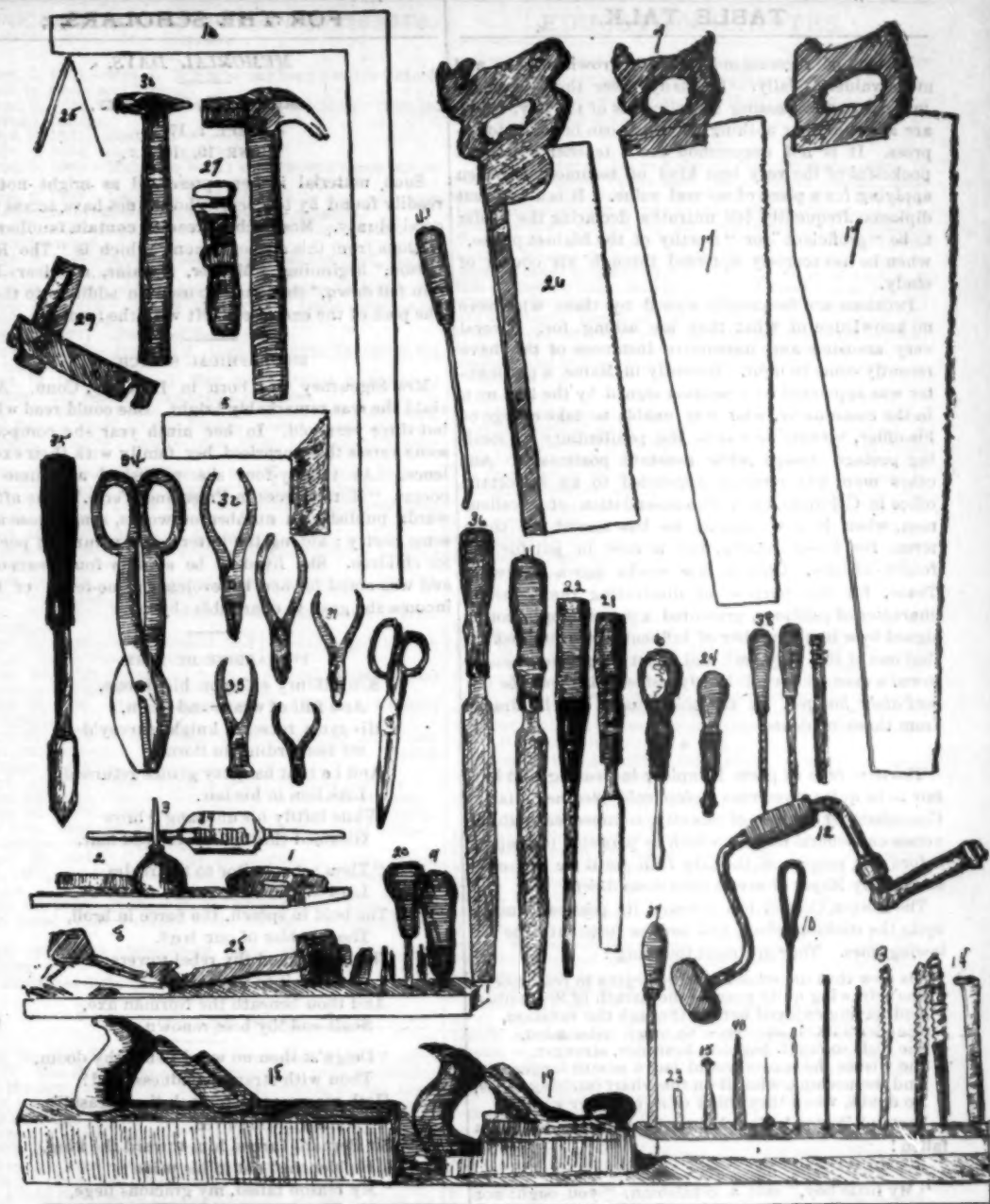
It may seem that some two hundred dollars spent for tools hardly savors of economy. That amount of money would purchase but a trifling amount of apparatus. Expended in the manner indicated above, a teacher is not only enabled to construct many conveniences for the laboratory, but to also make apparatus equal in value to a dozen times such an amount. One set constructed is easily duplicated by the pupils, in which manner each member of a class may be supplied with the apparatus necessary for the performance of the essential experiments in the elements of Physics.

In Appleton's Experimental Science Series for beginners, will be found many valuable directions concerning inexpensive pieces of apparatus which the possession of tools will enable the teacher to construct. Reference may be made in the same manner to Tyndall's Lessons in Electricity.

As a guide to the use and care of the tools enumerated above, no better work can be selected than the "Amateur Mechanic's Workshop," a treatise containing plain and concise directions for the manipulation of wood and metals, including casting, forging, brazing, soldering, and carpentry. Sixth Edition, London, Trübner & Co., Price \$1.75. It can be obtained of Baird & Co., Philadelphia.

For information concerning prices of tools, industrial books, and amateur material of all kinds, procure a catalogue from Goodnow & Wightman, 176 Washington St., Boston, Mass. The price list above mentioned of W. F. & John Barnes Co., is also desirable. The columns of the *Scientific American*, especially those devoted to queries and answers, contain many valuable directions and recipes. The acquaintance of mechanics, who have sons and daughters in school, will prove a fruitful source of help. Once familiar with the aims and wishes of a teacher, these friends will be found generous with sympathy, advice, and help.

With the understanding that reference will be made to the "Amateur Mechanic's Workshop" or friendly mechanics for guidance in the handling of tools and performance of the various operations



involved in the construction of a piece of apparatus, it will only be necessary to make a few general suggestions.

WHAT A PIECE OF APPARATUS IS.

A piece of apparatus is simply a combination of certain parts of glass, metal, or wood. Correctly form the parts and securely join them together and the work is done. The formation of the parts is accomplished by marking out on the material used, in sharp, definite lines, the exact shape and dimensions of desired piece, and then cutting away exactly and accurately the material outside of the lines. And right here is the rub. The novice is always in a rush. He is too eager to accomplish his aim. In his haste he cuts beyond the lines, his guides are lost, and a botch is the result. Once learn to go slowly at first, to mark out accurately the material, to cut just to the lines, and the whole battle is won. It is a very sagacious adage to make haste slowly.

The combination of the parts is effected in various ways. Wood may be nailed, glued, cemented, screwed, or dovetailed together. The use of screws for ease and strength is to be commended. Metals may be welded, brazed, riveted, bolted, or soldered together. Glass can only be cemented. For cutting and forming glass, consult appendices to standard text-books on chemistry and physics. One point is worthy of note in selecting an iron wire to use hot for the cracking of glass: take wire three-sixteenths of an inch in diameter.

In selecting material, get the best. Be sure that the wood is most thoroughly seasoned. It would be a good plan to have a board of black walnut, oak, and butternut, specially dried in the kiln. One serious objection to home-made apparatus is

the checking and warping that so often results from the use of poorly seasoned lumber. In order to obviate, as far as possible, this trouble, all wood-work should be thoroughly oiled and varnished. If nicely finished, polish with shellac varnish, not omitting to coat the under side.

An excellent plan is to procure a blank book and make a scrap-book. During leisure hours, cut from illustrated catalogues pictures of desired apparatus, paste them in the blank book, and write beneath a statement of dimensions and materials to be used, with general directions for their construction. This may be supplemented by drawings. The advantage of this plan is that in spare moments an abundance of work can be outlined for the future. Moreover, by placing the book, with its directions, in the hands of pupils, their help can be utilized in the construction of many pieces. If pressed for time or lack of opportunities, a good mechanic can be hired to do the work, and even in this manner do much to lessen the cost of apparatus.

The mere possession of a certain instrument at a small cost is the least of the advantages of home-made apparatus. It gives practical education, stimulates the boys and girls to do original work, and broadens the field of self-experimentation. Moreover, there is no more complete relaxation from the worry and care of school duties for teachers and pupils than to drop all at the door of the shop and spend hours in an occupation which brings pleasure, rest, and health. Herein may lie a solution of the problem of industrial education and a correction of the pernicious idea that an educated boy or girl is too nice for manual work.

TABLE TALK.

Letters of recommendation are growing more and more valueless daily. In many cases they mean no more than the passing compliments of the day, which are about as near nothing as words can be made to express. It is not uncommon for a teacher to carry a pocketful of the very best kind of testimonials when applying for a place of no real value. It is a fact that diplomas frequently tell untruths, declaring the holder to be "proficient" or "worthy of the highest praise," when he has scarcely squeezed through his course of study.

Petitions are frequently signed by those who have no knowledge of what they are asking for. Several very amusing and instructive instances of this have recently come to light. Recently in Maine, a postmaster was appointed on a petition signed by the best men in the community, who was unable to take charge of his office, because he was in the penitentiary for stealing postage stamps while assistant postmaster. Another man was recently appointed to an important office in Colorado, on a recommendation of excellent men, when it now appears he has served out three terms for horse-stealing, and is now in jail for the fourth offence. Only a few weeks ago a lawyer in Texas, for the purpose of illustrating the valueless character of petitions, presented a paper in open court, signed by a large number of influential citizens, asking that one of the very best and most respected men in town, a man whom all highly esteemed, *should be immediately hanged*. A valuable lesson can be drawn from these incidents.

* * *

The new race of poets is rapidly increasing and bids fair to be quite numerous before cold weather sets in. Commissioner Squires, of this city, commenced with his verses on General Grant, which he persisted in keeping before the people on the City Hall until he was *commanded* by Mayor Grace to take them down.

The Boston *Courier* has screwed its poetical courage up to the sticking place, and breaks forth into the following lines. They are most touching:

"Tis now that the school teacher begins to remember
She's drawing quite near to the month of September,
And having enjoyed herself through the vacation,
She views its conclusion with much tribulation.
She feels so much happier, healthier, stronger,
She wishes the season would last a month longer,
And the urchins, who sit on the wharf catching fishes,
No doubt, when they think of it, echo her wishes."

Boston! Boston! To what poetical depths hast thou fallen!

* * *

"My little boy," said a gentleman, "you ought not to eat those green apples. They are not good for little boys." "They ain't, eh?" the boy replied, with his mouth full. "Guess you don't know much about 'em, mister. Three of these apples 'll keep me out of school for a week."

* * *

It is not generally known that Gen. Grant's first name was selected by his parents out of six or seven written on slips of paper and put into a hat. The family had no special taste for the classical hero's name.

* * *

An old Scotch lady, being in London, observed above a currier's shop-door a cow's tail fixed to the wall by way of a sign. She stood for a considerable time meditating on the curious sign. The shopman went out and politely asked her what it was that drew her notice so much, upon which she answered: "I've stood an' lookit near an oor at that coo's tail, an' I canna see, if the name o' wonder, hoo the coo cud gang in at sic a sma' hole and no be able tae pu' in her tail after her."

* * *

Little Johnny Fizzle-top has the habit of waking up every night in the middle of the night, and demanding something to eat. At last his mother said to him: "Look here, Johnny, I never want to eat anything in the night." "Well, I don't think I'd care much to eat anything either in the night if I kept all my teeth in a mug of water."

* * *

"James, did you divide your paper of chocolate with your brother?" "Yes, certainly, mamma; I ate the chocolate and gave him the motto—he is fond of reading, you know."

* * *

A boy in one of the public schools, while engaged in defining words a few days since, made a mistake. He said: "A demagogue is a vessel that holds beer, wine, gin, whiskey, or any other kind of intoxicating liquor."

FOR THE SCHOLARS.

MEMORIAL DAYS.

Mrs. L. H. SIGOURNEY,

SEPT. 1, 1791.

JUNE 10, 1865.

Such material is here presented as might not be readily found by teachers who do not have access to a good library. Most school readers contain familiar selections from this author, among which is "The Rain Lesson," beginning, "Mother, it rains, and tears like rain fell down," that may be used in addition to these. The plan of the exercise is left with the teacher.

BIOGRAPHICAL SKETCH.

Mrs. Sigourney was born in Hartford, Conn. As a child she was remarkably bright. She could read when but three years old. In her ninth year she composed some verses that surprised her family with their excellence. At twenty-four she published a volume of poems, "Moral Pieces in Prose and Verse." She afterwards published a number of works, some prose and some poetry; among the latter was a volume of poetry for children. She lived to be seventy-four years old, and was noted for her benevolence; one-tenth of her income she gave to charitable objects.

BERNARDINE DU BORN.

King Henry sat upon his throne,
And full of wrath and scorn,
His eye a recreant knight survey'd—
Sir Bernardine du Born.
And he that haughty glance returned,
Like lion in his lair,
While loftily his unchang'd brow
Gleamed through his crisped hair.

"Thou art a traitor to the realm,
Lord of a lawless band;
The bold in speech, the fierce in broil,
The troubler of our land.
Thy castles and thy rebel-towers
Are forfeit to the crown,
And thou beneath the Norman axe,
Shalt end thy base renown.

"Deign'st thou no word to bar thy doom,
Thou with strange madness fired?
Hath reason quite forsook thy breast?"
Plantagenet inquired.

Sir Bernard turned him toward the king,
He blenched not in his pride;
"My reason failed, my gracious liege,
The year Prince Henry died."

Quick at that name a cloud of woe
Pass'd o'er the monarch's brow;
Touched was that bleeding chord of love,
To which the mightiest bow.

Again swept back the tide of years,
Again his first-born moved,—
The fair, the graceful, the sublime,
The erring, yet beloved.

"And ever, cherished by his side,
One chosen friend was near,
To share in boyhood's ardent sport,
Or youth's untam'd career.
With him the merry chase he sought,
Beneath the dewy morn;
With him in knightly tourney rode
This Bernardine du Born.

Then in the mourning father's soul
Each trace of ire grew dim;
And what his buried idol loved
Seemed cleansed of guilt to him;—
And faintly through his tears he spake,
"God send his grace to thee,
And, for the dear sake of the dead,
Go forth—unscathed and free."

INDIAN NAMES.

1. Ye say they all have passed away,
That noble race and brave:
That their light canoes have vanished
From off the crested wave;
That 'mid the forests where they roamed,
There rings no hunter's shout;
But their name is on your waters,
Ye may not wash it out.

2. 'Tis where Ontario's billow
Like ocean's surge is curled,

Where strong Niagara's thunders wake
The echo of the world.
Where red Missouri bringeth
Rich tribute from the West,
And Rappahannock sweetly sleeps
On green Virginia's breast.

3. Ye say their cone-like cabins,
That clustered o'er the vale,
Have fled away like withered leaves
Before the autumn gale;
But their memory liveth on your hills,
Their baptism on your shore,
Your everlasting rivers speak
Their dialect of yore.

4. Old Massachusetts wears it
Upon her lordly crown,
And broad Ohio bears it
Amid his young renown;
Connecticut hath wreathed it
Where her quiet foliage waves;
And bold Kentucky breathed it hoarse
Through all her ancient caves.

5. Wachusetta hides its lingering voice
Within his rocky heart;
And Alleghany graves its tone
Throughout his lofty chart;
Monadnock, on his forehead hoar,
Doth seal the sacred trust;
Your mountains build their monument,
Though ye destroy their dust.

6. Ye call these red-browed brethren
The insects of an hour,
Crushed like the noteless worm amid
The regions of their power;
Ye drive them from their fathers' lands,
Ye break of faith the seal;
But can ye from the court of Heaven
Exclude their last appeal?

7. Ye see their unresisting tribes,
With toilsome step and slow,
On through the trackless desert pass,
A caravan of woe;
Think ye the Eternal Ear is deaf?
His sleepless vision dim?
Think ye the *soul's blood* may not cry
From that far land to him?

NIAGARA.

Flow on forever in thy glorious robe
Of terror and of beauty; God hath set
His rainbow on thy forehead, and the cloud
Mantles around thy feet. And he doth give
Thy voice of thunder power to speak of Him
Eternally, bidding the lips of man
Keep silence, and upon thy rocky altar pour
Incense of awe struck praise.

GOLDEN THOUGHTS.

The tending of flowers is a fitting care for the young and beautiful; they then dwell among their own emblems, and many a voice of wisdom breathes on their ear from these brief blossoms, to which they apportion the dew and the sunbeam.

The gloomy soul aggravates misfortune, while a cheerful smile often dispels those mists which portend a storm.

Fine manners are intelligible to all mankind and a passport to every country.

There is a mixture of happiness in everything but sin.

Earthly prosperity should be measured by its influence upon the soul.

For the SCHOOL JOURNAL.

LIVE ANSWERS.

1. Tradition has long said that in the interior of Africa lived a nation of small people called "pigmies," none of whom were more than thirty inches in height. It was supposed that some species of ape had given rise to this tradition, until recent travelers have found and reported a race of very small human beings South-east Africa. They call themselves the Akka Nation. Their full-grown men measure 4 feet 10 inches in height. They have very large heads, peculiarly shaped shoulders, and crooked shoulder-blades, with joints angular and projecting, and the abdomen of enormous size. The feet turn inward, and they walk with a peculiar waddling motion. Their only symmetrical part is their hands, which are shapely and well formed.

2. Two keys, which when pressed down send forth respectively positive and negative currents, are employed at the sending station in connection with the battery. The current of the battery does not pass directly into the cable, but into a condenser which passes it into the sub-marine line. This greatly increases the force of the current used, and serves to cut off interfering earth-currents. The receiving instrument is so arranged that the movements of the needle are recorded by means of ink spurted from a fine glass syphon-tube. This tube is attached to a coil suspended between two fixed magnets, which swings to right or left as the pulsations of the needle pass through it.

3. The approach of an iceberg to a ship at sea can be told, it is found, by the echoes that can be obtained from it. If by this means the direction of the iceberg can be so located that the ship can steer clear of it, one great danger to ocean voyagers may be overcome.

4. A bird's-eye view of a section of country can now be obtained by arranging a camera in a balloon, and sending it up while the operator remains upon the ground and uncovers the glass by electricity.

5. The fibre of the ixtle plant of South America and Mexico yields a substance called *coraline*, which is extensively used in the manufacture of tough cloth.

6. In the Trojan war, while Ajax and Telamon were fighting in defense of the dead body of Patroclus, Jupiter caused darkness to spread over Mount Ida and the Trojans, so as to make them invisible to their enemies. During the struggle Ajax continually prayed to the gods for light that he might see his enemies.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. Where is the "Iron Crown"?
2. What is the heliograph?
3. Why did Mahomet say, "If the mountain will not come to Mahomet, Mahomet will go to the mountain"?
4. What is the "Black Watch"?
5. Why is a cap used as an emblem of liberty?
6. When and by whom was the violin invented?

(FOR MEMORIZING.)

In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part,
For the gods see everywhere.

—LONGFELLOW.

Oh, a dainty plant is the Ivy green.
That creepeth o'er ruins old!
Of right choice food are his meals, I ween,
In his cell so lone and cold.
Creeping where no life is seen,
A rare old plant is the Ivy green.

—TENNYSON.

Be noble, and the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own.

—JAMES RUSSELL LOWELL.

Love thyself last; cherish those hearts that hate thee;
Corruption wins not more than honesty.

Still in thy right hand carry gentle peace
To silence envious tongues. Be just and fear not;
Let all the ends thou aimst at be thy country's,
Thy God's, and truth's.

—SHAKESPEARE.

A bobolink and a chick-a-dee
Sang a sweet duet in the apple tree,
"When I'm in good voice," said the chick-a-dee,
"I sing like you to 'high' C, 'high' C;
But I've caught such a cold
That for love or for gold
I can sing only chick-a-dee-dee-dee."

—St. Nicholas.

I know it is a sin
For me to sit and grin
At him here;
But the old three-cornered hat
And the breeches, and all that,
Are so queer!

—OLIVER WENDELL HOLMES, in *The Last Leaf*.

You hear that boy laughing?—you think he's all fun;
But the angels laugh, too, at the good he has done;
The children laugh loud as they troop to his call,
And the poor man that knows him laughs loudest of all.

—OLIVER WENDELL HOLMES.

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then heaven tries the earth if it be in tune,
And over it softly her warm ear lays.

—JAMES RUSSELL LOWELL.

EDUCATIONAL CALENDAR FOR SEPTEMBER.

By N. O. WILHELM.

- Sept. 1, 1791.—Mrs. L. H. Sigourney born; wrote "Moral Pieces in Prose and Verse."
Sept. 2, 1790.—John Harvard born in England; founded Harvard College.
Sept. 3, 1651.—Battle of Worcester.
Sept. 4, 1864.—Gen. Morgan killed.
Sept. 5, 1585.—Richelieu born; celebrated French statesman.
Sept. 6, 1757.—Lafayette born; fought in the American and French revolutions; imprisoned by Austria.
Sept. 7, 1707.—Buffon born; illustrious French naturalist and philosopher.
Sept. 8, 1474.—Ariosto born; most eminent of Italian poets; wrote "Orlando."
Sept. 9, 1850.—California admitted into the Union.
Sept. 10, 1813.—Perry's victory on Lake Erie. Also Joseph Story died.
Sept. 11, 1777.—Battle of Brandywine.
Sept. 12, 1818.—Richard J. Gatting born; invented the gun named after him.
Sept. 13, 1806.—Chas. J. Fox died; Prime Minister of England; the friend of American Colonies.
Sept. 14, 1836.—Aaron Burr died; American statesman. Also Dantes died, 1321; Italian poet; wrote "Divine Comedy." Also Wellington died, 1852; the hero of Waterloo.
Sept. 15, 1789.—J. F. Cooper born; American author; wrote "The Spy" and "Leather Stocking Tales."
Sept. 16, 1638.—Louis XIV. born; third Bourbon king of France.
Sept. 17, 1862.—Battle of Antietam.
Sept. 18, 1709.—Samuel Johnson born; eminent English author.
Sept. 19, 1779.—Lord Brougham born; popular English orator, statesman, and scholar.
Sept. 20, 1803.—Robert Emmet born; an eloquent Irish enthusiast.
Sept. 21, 1832.—Walter Scott died; a celebrated British author; wrote "Waverley Novels."
Sept. 22, 1791.—Faraday born; English chemist and natural philosopher of great eminence.
Sept. 23, 1779.—Battle between the Bon Homme Richard and Serapis.
Sept. 24, 1755.—John Marshall born; eminent American jurist and statesman. Also Zach Taylor born, 1784; twelfth President of United States (Am. Cy.)
Sept. 25, 1794.—Mrs. Hemans born; English poetess.
Sept. 26, 1830.—Daniel Boone died; American pioneer.
Sept. 27, 1876.—Gen. Bragg died; American general. Also Com. Semmes, born 1809; American naval officer; commander of the "Alabama."
Sept. 28, 490 B.C.—Battle of Marathon. Also Guyot born, 1807, and Dr. Ritter died, 1859; two eminent geographers.
Sept. 29, 1513.—Balboa died. Also Nelson born, 1758; naval hero. Also Pompey born, 106 B.C.; a Roman general.
Sept. 30, 1770.—Whitefield died; famous Methodist preacher.
(Authorities differ in several of the above dates.)

NEWS OF THE WEEK.

The English Parliament was prorogued Aug. 14, until Oct. 31. The Queen's speech is understood to be a criticism upon the last government, and the expression of her sympathy with the present one. Official decorum forbids direct criticism by Her Majesty upon her former servants, but when she says that she "learned with deep sorrow that the Nile expedition arrived too late," she is understood to mean that it started too late. Her promise not to relax her efforts to place the government and good order in Egypt upon a firm foundation is interpreted as pointing to an indefinite occupation.

There is no doubt but England intends to occupy and hold Egypt as she holds India. It is only a question of time. Her own protection demands that she should take this course.

The citizens at Herat are preparing themselves for a siege. They are buying and storing large quantities of grain, repairing forts and erecting bastions. There is great enthusiasm among the citizens, and a firm determination to defend the city from Russian attack.

Cholera is spreading in Spain and France. Granada is suffering most. Scores of victims drop down and die in the streets, where in many cases they remain for hours before they are gathered up at night for a hurried burial in a common trench. The disease has made its appearance in Russia, Algeria, and Tonquin.

Considerable feeling has arisen between the French and English Canadians over Riel's fate. The French are very anxious to have him pardoned, and the English are equally urgent in demanding his execution.

The *Toronto World* says that, "If Riel is pardoned by Sir John A. MacDonald, at the intercession of the French Canadians, he will discover that on making one friend he will alienate a hundred, and precipitate a war of races, which some people look upon as inevitable at no distant day."

Gen. Middleton has been accused of allowing his soldiers to rob the inoffensive half-breeds through whose possessions he passed, of all their property, and in some cases even burning their dwellings.

Reports state that a civil war has broken out at Khar-toum, the treasury has been sacked, and the Mahdi's successor and several officials have been killed.

Walter H. Maxwell, the supposed murderer of Preller has been brought back to St. Louis to be tried for the murder.

The New York Custom House officials are attempting to thwart President Cleveland's efforts to carry out the principles of Civil Reform in regard to the appointments connected with that department. They propose to so manipulate the examining committee that they will "pass" only those specified by the "machine."

An army of 100,000 Mahometans has been raised in the interior of Africa during the last five years by a Mandingo, who believes he is called of God to exterminate the Pygmies. He is now waging war upon several of the large tribes that prey upon the caravans that cross that region. It is thought that the Sierra Leone government will co-operate with this new power for the security of the traders.

Small-pox is raging in Montreal. Stringent measures are being taken to prevent its spread, and the people are flocking to the physicians to be vaccinated.

EDUCATIONAL NOTES.

Contributions of news and notes are solicited from our readers. Those that state the thoughts expressed at different meetings are more valuable than those that contain only names and dates.

FOREIGN.

The daughter of Judge Kelly, of Pennsylvania, writes to the *Philadelphia Times* that the Prussian *volkschulen* are overcrowded, and the teachers underpaid. Pupils to the number of from eighty to 300 are placed in charge of a single teacher, often a boy not more than fifteen or eighteen years of age. The pay of the teachers is wretchedly inadequate. Most of them are forced to seek outside employment in order to get enough to live on. So unattractive is this profession that there is a want of teachers to fill the schools. In 1869 there were in Prussia 595 teachers' and 474 assistants' positions vacant. There were school districts where there had been no teachers for a generation. It is worth while to add that in the year in question 970 teachers and 823 assistants employed in the *volkschulen* were boys.

CONNECTICUT.

At the last session of the Legislature the School Laws were so amended as to compel the regular and constant attendance at school of children between the ages of eight and sixteen. No term of attendance will exempt such from the law, unless they be properly employed to labor, in which case twelve weeks of constant attendance on the part of children over fourteen years of age satisfies the law.

The Young Men's Christian Association of Yale College is erecting on the campus a handsome and commodious building, which will contain a chapel, reading-room, and rooms for the religious meetings of each class.

FLORIDA.

The Hernando Co. Institute met at Brooksville, Aug. 10. Profs. Graham, Felkel, and Pringle met with some opposition in trying to establish the advantages of the new methods. One objection to less text-book and more practical teaching, was that the teachers would slight the text-books too much, and, in time, try to teach altogether without them. Prof. Felkel replied that if the teacher could do without it all the better, but the pupils would always require it for reference.

The second session of the Brookfield Academy, in charge of Charles Dod, will open Oct. 5.

GEORGIA.

The State Teachers' Association met at Atlanta, July 29. Dr. Battle, President of Mercer University, read a paper on the cultivation of the senses, in which, while advocating the importance, he pointed out the error of going to the extreme. "Men who rely too much on the evidence of the senses, and devote themselves exclusively to the exact sciences, become skeptical and cling too blindly to the inductive methods of reasoning. The extreme culture of the senses will repress the powers of the imagination and narrow the scope of man's possible power." Considerable time was given to devising ways and means of improving the school system of the state.

Officers elected for the coming year were: President, S. C. Caldwell, of Rome; First Vice-President, W. H. Baker, of Savannah; Second Vice-President, Lawton B. Evans, of Augusta; Third Vice-President, E. G. Moore, of Atlanta; Fourth Vice-President, C. B. LaHatte, of Gainesville; Secretary and Treasurer, W. R. Thigpen, of Savannah; Assistant Secretary and Treasurer, W. M. Slaton, of Atlanta.

ILLINOIS.

The Jackson County Teachers' Institute met in Murphysboro, Aug. 10. The instructors were Profs. G. H. French, Teacher of Natural History in the Southern State Normal; S. E. DeHaven, Principal of the Grand Tower schools, and J. W. Wood, of De Soto. On Tuesday, Robt. Allyn, D.D., President of the Normal, was present, and gave several "talks," one of which was on "Language Lessons." At noon on Friday, State Supt. Henry Raab arrived. The regular afternoon program was dispensed with, and the time occupied by Supt. Raab. In the evening, a large audience in the court-house was entertained by the Superintendent on "Public Schools."

Union Academy, at Anna, closed its last year with a faculty of six, an enrollment of ninety-two, a total income of nearly \$7,000, a new building, costing over \$4,000, no debt, and a small beginning of endowment. Anna is in the highlands of Southern Illinois, thirty-seven miles north of Cairo and 335 south of Chicago. The academy has a charming location amid a stable population, ripe, as the event proves, for educational development. Rev. Wm. W. Faris is principal.

INDIAN TERRITORY.

The Cherokee National Teachers' Institute was attended by many wide awake teachers, both Indian and white. The outlook is good. There are one hundred district schools in operation nine months per year, a male and female seminary at Tallesquah, with good libraries, and an orphan asylum at Salina. Each of these have good courses of study, and are well attended. The Cherokees are an intelligent people, and have a grand future. W. S. D.

IOWA.

Jasper County Institute held its alumni gathering at Newton, Aug. 5.

NEBRASKA.

Saunders County Normal Institute convened July 27, at Wahoo, for a two weeks' session. There were four instructors and a course of five lectures.

There are 104 school districts in the county. Wages are from \$30 to \$50 per month in district schools, and from \$45 to \$60 or \$100 in grammar schools and graded schools. Occasionally one can be found who will teach for \$25 per month, but such a one is usually looked upon as a cheap teacher. It is commonly understood that the qualifications for a certain grade are much higher in Nebraska than in states east. A satisfactory examination in eight branches is necessary to procure a 3d grade certificate; thirteen for a 2d, and seventeen for a 1st grade. The State Legislature recently added to the above requirements "a knowledge of the effect of alcohol upon the human system."

NEW JERSEY.

The Jersey City Board of Education has demanded and accepted the resignations of Principal A. D. Joslin and of Prof. Sheppard, the teacher of languages in the Jersey City High School. The reason assigned for this action is that the two gentlemen named connived at the irregular admission of students into the High School. The High School is a local college, maintained at the expense of the city, for

the education in the higher branches of graduates from the grammar schools of the city, but a number of unqualified candidates have been granted certificates of admission. Investigation showed that the Examining Board had properly rated the pupils, but that the ratings had been changed subsequently, and so far as the School Board could learn, only Principal Joslin and Mr. Sheppard were inculpated. It was also learned that in the classical examinations pupils had been marked without much or any regard to their real merits or fitness.

NEW YORK.

The Otsego County Institute was held at Oneonta the week beginning Aug. 10, Profs. Johannot and Bouton, instructors.

NORTH CAROLINA.

The Peabody Institute, held at Fredericksburg, Va., this year, opened July 16 and closed Aug. 8. Prof. T. J. Mitchell, Superintendent of the Charlotte (N. C.) Graded Schools, was the conductor, assisted by Prof. J. G. Swartz, of Lexington, Va., and Prof. George E. Little, Washington, D. C. Three hundred teachers, representing about thirty counties, were in attendance, 288 of whom received the Peabody certificates. The instruction was eminently practical and well adjusted to the needs of the county teachers. By those who had had opportunities of judging, this institute was declared the best ever held in the State of Virginia. At the close, the teachers passed resolutions thanking Dr. J. L. M. Curry, agent of the Peabody fund, for the means of holding the institute; the instructors for the great benefit received at their hands; the citizens for their most liberal hospitality, and the State Superintendent for his help and encouragement, as well as his wise choice of instructors, and asking that the same might be secured for next year. The grateful teachers presented Prof. Mitchell a magnificent silver water set; Prof. Swartz, a similar one; Supt. Holladay, a handsome silver salver filled with choice flowers, and Secretary Charters a beautiful silver chalice.

OHIO.

The Lucas County Teachers' Institute will be held at Toledo, Aug. 31-Sept. 4. Instructors: Supt. John W. Dowd, of Toledo, and Supt. H. M. Parker, of Elyria.

PENNSYLVANIA.

The "Annual" of Washington and Jefferson College, an institution whose beginning was with the beginning of this century, and whose history is a constant endeavor to advance sound learning, whose alumni have had potent influence in forming the character of several of the Western States, and whose present status is most cheering to all its friends, should be of deep interest, and so we find it.

Within the compass of 373 octavo pages are compressed facts and figures connected with the college which every graduate should have at command. The class histories, the addresses of the president, and of Drs. Dinsmore and MacIntosh, the proceedings of the Alumni Meeting and the present condition and prospects of the college, cannot be read without stirring new resolutions for more energetic efforts to speedily complete the much-needed endowment. The Rev. John M. Barnett, the wide-awake Secretary, Washington, Pa., will give full information to all inquirers.

TENNESSEE.

Education has moved forward with rapid strides in East Tennessee during the last ten years. Colleges and private schools have fought the rising spirit, but all to little effect. Ten years ago there were no institutes. Once in awhile a few of the leading educators would meet, not to devise plans of learning, but to discuss plans of securing subsidies, endowments, and pupils for their respective schools. Now, more than twenty summer normals have been held throughout the different parts of the eastern division of the state since June 1. Higher education at home, and the education of the masses, is the absorbing theme—education at district and village schools, fitting young men and young women for a practical life of usefulness. An Institute has just closed at Newmarket, in Jefferson County, of which Prof. W. H. Bradshaw was manager. About forty teachers attended, and a spirit of wide-awake usefulness was shown. The New Education, the Quincy Methods, and the common-sense plans of modern school-room work, were hailed with delight by the teachers, who have so long followed the old routine system of A B C, etc. The results of that Normal will be a turning point in the work of many teachers.

TEXAS.

The Summer Normal Institute held at Weatherford was a grand success. There were nearly 125 teachers in attendance, and the most intense interest was manifested by the principal, Mrs. Ed. T. Warren, and her assistant, Prof. A. J. Robbins, for the advancement of all those attending. They were repaid with the same spirit from all the teachers. Much good for the Texas schools has been accomplished by these summer normals, one of which was held in every senatorial district in the state. Texas has a good school system; she has more money for school purposes than any other state, and is constantly adding well-informed and energetic teachers to her list. A plan is now on foot for the formation of a State Teachers' Reading Circle—a good and much needed organization for the general advancement of the teachers in every state. The teachers, as a class, do not at present study the underlying principles of their profession as they should.

W. A. SPANGLER.

VIRGINIA.

The Roanoke Normal Institute began at Poage's Mill, Roanoke Co., Aug. 18, to continue one month. The conductors are: Prof. Wm. M. Graybill, Principal of Salem Graded School, assisted by Prof. A. A. Cannaday, Principal of Roanoke City School; Prof. Jas. E. Kittinger, Instructor in Music; Prof. F. V. N. Painter, of Roanoke College, and Supt. M. P. Frantz.

WISCONSIN.

The Sheboygan County Teachers' Institute will be held at Plymouth, Aug. 24-Sept. 4. It will be conducted by Supts. John Nagle, of Manitowoc, and Edward McLoughlin, of Fond du Lac.

The annual Institute for Waupaca County will be conducted by Prof. W. E. Barker at Weyauwega, commencing Aug. 31st, and continuing two weeks.

The following Institutes will be held during the remainder of August and September: Calumet, Chilton, Aug. 24. A. R. Wittman; Outagamie, Appleton, Aug. 24. I. N. Stewart; Manitowoc, Manitowoc, Aug. 24. J. B. Thayer; Portage, Stevens Point, Aug. 31. C. H. Keyes; Marathon, Wausau, Aug. 31. C. F. Nimman; Shawano, Shawano, Aug. 31. Alex. F. North; Waupaca, Weyauwega, Aug. 31. W. E. Barker; Marinette, Marinette, Aug. 31. John Nagle; Green Lake, Markesan, Sept. 21. L. D. Harvey; Kewaunee, Ahnapee, Oct. 5. John Nagle; Langlade, Antigo, Oct. 5. L. D. Harvey; Sheboygan, Plymouth,

Aug. 24. John Nagle, Ed. McLoughlin; Rock, 1st dist., Evansville, Aug. 24. H. D. Maxson; Waukesha, Waukesha, Aug. 31. H. D. Maxson; Columbia, Portage, Aug. 31. A. J. Hutton; Crawford, Eastmann, Sept. 7. A. J. Hutton; Adams, Friendship, Sept. 21. A. J. Hutton; Jackson, Black River Falls, Aug. 31. W. J. Brier, C. R. Long; Polk, Osceola Mills, Aug. 24. C. H. Keyes; Monroe, Sparta, Aug. 31. J. B. Thayer; Trempealeau, Galesville, Sept. 7. J. B. Thayer; Clark, Greenwood, Sept. 21. J. B. Thayer; Taylor, Medford, Sept. 23. J. B. Thayer.

PERSONAL.

REV. S. N. FELLOWS, D.D., professor in the university of Iowa, was the first regularly appointed professor of didactics in any college in this country. Dr. Fellows is a man of ability. His paper read before the Department of Higher Education at Saratoga was an able production. We shall present it in full in our columns in the near future.

PROFESSOR JOHN M. LANGSTON, ex-Minister to Hayti, who is a resident of Washington, has decided to make his future home in Virginia, where he was born. His father was a slaveowner named Quarles, who sent him North for education.

HONORARY SEYMOUR has many historical relics. When he wants to be can sit in a chair that belonged to Daniel Webster, look out of a window which was once in Faneuil Hall, and warm his feet at a fireplace of tiles taken from the house of John Jay at Albany.

MR. MAURICE says:

1. That human society is a brotherhood, not a collection of warring atoms.
2. That true workers should be fellow-workers, not rivals.
3. That a principle of justice, not of selfishness, should regulate exchanges.

MISS MARY A. GEORGE has recently resigned her position as assistant principal in the Anamosa (Iowa) Graded School, and received from Straight University (colored) at New Orleans the offer of a position in that institution, which has been accepted. It is probable she will be assigned to the preparatory department, which includes Latin and English. Her familiarity with these branches, acquired during an experience of some sixteen years as preceptress of Lenox College, has given her special fitness for such work. Thoroughness, it may be added, has always been a cardinal principle with her, and a love for the work, coupled with a strong desire to promote every interest that concerns the welfare of those under her charge, will contribute very largely to her usefulness in her new field of labor.

MRS. R. D. RICKOFF, of New York, author of several improved methods of primary instruction, while engaged as instructor at the North Georgia Teachers' Institute, gave an informal talk to parents and teachers on "The Child's First Days at School."

MR. CLYDE B. PHILLIPS returns to Grand Tower, Ill., at an increased salary.

SUPT. B. M. ZETTLER, of Georgia, has outlined a valuable course in geography for the use of his teachers. It comprises both oral and topical work.

PROF. D. L. CHANEY, of Nebraska, six years ago organized the first normal institute ever held in Nodaway Co., and has continued to hold Institutes ever since in spite of bitter opposition from the "fossils." The result is that the teachers of the county begin to appreciate the value of the Institute, and also that of the man who has established them there.

PRESIDENT CYRUS HAMLIN, of the Middlebury (Vt.) College, a cousin of Hannibal Hamlin, has resigned his office after an administration which was very successful. His successor has not yet been named.

REV. DR. PHILLIPS BROOKS, of Boston, is driving the reporters in England to despair by the rapidity of his utterance. Three hundred words a minute are ascribed to him, but, if he exceeds two hundred, he is one of the most rapid speakers ever heard in that city.

PROF. E. H. LONG, who was first elected to succeed Dr. Wm. T. Harris, as Superintendent of the St. Louis schools in May, 1880, was re-elected in 1881, and again re-elected for a term of three years in 1882, and unanimously re-elected again for three years in May, 1885.

LEOPOLD VON RANKE is the oldest living European historian who retains his mental powers unimpaired. He has passed his ninetieth year, and says he expects to be writing history when his age has covered a rounded century.

STATE SUPERINTENDENT NELSON, of Michigan, has received the degree of Doctor of Laws from the University of Chicago. It is not always that these honorary degrees are so well merited. The University of Michigan gave Professor Nelson an honorary degree at its commencement last year.

DR. LEMUEL MOSE, formerly president of the Indiana University, is now living in Chicago.

PROF. SIMON NEWCOMB, the astronomer of the National Observatory, Washington, is off on a pleasure jaunt to Europe.

B. P. SHILLABER, better known as Mrs. Partington, is a candidate for the Chelsea (Mass.) post office, and his claim is favored by the Democratic Boston Post.

MISS BROOKS, late Superintendent of Lackawanna County, has been elected to a position in the Southwestern Normal School, at California, Pa.

MISS L. L. EVANS, late of Tidiloute, Pa., has accepted a position in the schools of Oil City.

THE REV. W. DE WITT HYDE, just chosen, is Bowdoin College's seventh president, his predecessors having been the Rev. Dr. Joseph McKen, 1802-1807; the Rev. Dr. Jesse Appleton, 1807-1819; the Rev. Dr. William Allen, 1819-1839; the Rev. Dr. Leonard Woods, 1839-1866; the Rev. Dr. Samuel Harris, 1867-1871, and the Hon. Joshua L. Chamberlain, 1871-1883. He is said to be the youngest college president in the country.

PRINCE BISMARCK has had his birthday testimonial fund converted into a trust fund to be used for the benefit of young teachers of all classes who have finished their studies, but have not yet been able to secure a living; also for monetary assistance to active teachers, to enable them to educate their own children.

BRET HARTE is now a gray, wrinkled, corpulent man. His hair is as white as snow; he is of full habit, with a decided tendency to embonpoint. One of his sons, Francis B. Harte, named for his father, is an actor of promise. The other, an elder, is in business, and prefers its comparatively sure methods of success to the precarious ways of literature and the drama.

NEW YORK STATE EXAMINATION QUESTIONS.

Examination for State Certificates, June 30, 1885.

UNITED STATES HISTORY.

1. Compare the first settlers of Massachusetts with those of Virginia.
2. Give some account of Roger Williams.
3. Give a brief account of the early settlement of New York.
4. What nations besides the English laid claim to territory within the limits of the thirteen original States? How were these claims adjusted?
5. What were some of the conditions and experiences that specially fitted the English colonists for independence?
6. Name the thirteen original States.
7. Give an account of the territorial growth of the United States since Independence.
8. With what powers have the United States been at war since the Revolution?
9. Compare the industrial condition of the Northern States with that of the South at the beginning of the Civil War.
10. Give in detail an account of that conflict of the Civil War which revolutionized naval warfare.

ALGEBRA.

1. Define the terms factor, co-efficient, exponent, algebraic quantity, equation.
2. Show the influence of the minus sign (1) before a quantity in a parenthesis; (2) before a fraction.
3. Show that subtracting a negative quantity is the same, in effect, as adding an equal positive quantity.
4. Illustrate, by an example, that the product of two negative quantities is always a positive quantity.
5. Expand $(m-n)^2$ by Newton's Theorem.
6. Given
$$\begin{aligned} 2x - y &= 2z \\ y + 10z &= 3x \\ \frac{x}{2} + \frac{y}{2} + z &= 6 \end{aligned}$$
 to find the values of x , y , and z .
7. State the difference between a pure quadratic equation and an affected quadratic equation.
8. What are the successive steps in the reduction of an affected quadratic equation?
9. Find the fourth term of the proportion $x+y : (a+b)^2 :: x^2 - y^2 :: ?$ Reduce the proportion to an equation, and give reasons for the process.
10. Find, algebraically, five geometrical means between .001 and 1,000.

GEOLOGY.

1. What is the usually received hypothesis in regard to the origin of basaltic rocks?
2. What are the principal characteristics of purely igneous rocks?
3. In what two important particulars do metamorphic rocks differ from more recent sedimentary rocks?
4. What are the mineral elements that enter into the composition of granite?
5. What are the relative geologic positions of old red sandstone and the carboniferous rocks?
6. What is the most certain indication of the relative age of sedimentary rocks?
7. What are the limits of the drift formation?
8. What present phenomena give a plausible explanation of the drift period?
9. What important geologic discoveries have recently been made in Western New York?
10. Why is the soil of the Adirondack region less fertile than that of Central New York?

GENERAL HISTORY.

1. Describe in brief the principal incidents of the Greek defence against Persian domination.
2. State the causes that led to the decline of Greek power.
3. What nations were involved in the Punic wars, and what was the final outcome of the conflict?
4. What positive evils and what incidental good resulted from the crusades?
5. How and when was the Moslem power checked in its career of conquest in Europe?
6. What invention and what scientific discovery preceded and rendered possible the geographical discoveries of Columbus and his contemporaries?
7. Give a brief account of Charles I. of England.
8. In the English revolution of 1689, what changes took place in the sovereignty of the nation?
9. In the French government, what changes have taken place since the fall of Bonaparte in 1815?
10. What made Garibaldi famous?

(To be Continued.)

LETTERS.

What is Mrs. Delia Lathrop Williams' address?
[Delaware, O.—B.]

Has there been any change recently in the law regarding the granting of patents or copyrights?

[There has been considerable talk about the subjects, especially copyrights, but nothing has been done about either. Write to the Commissioner of Patents and the Librarian of Congress.—A.]

(1) What is the latest date of which George Bancroft's "History of the United States" treats? (2) Is there any instructive work on sand molding in geographical work? If so where can it be obtained? What kind of sand is used? If any particular kind where can it be obtained?

[About 1790. He is now engaged on the history of the formation of the states. (2) There is no work on sand molding, but articles on the subject are constantly appearing in the educational journals. Molding sand slightly dampened is the best to use; other will do when that cannot be obtained.—B.]

(1) Where in the Gulf of Mexico does the Gulf Stream originate and in what way? How wide is it, and how many degrees in temperature is its water above the surrounding water? (2) What are the trade winds and counter-trade winds, and what causes them?

[The Gulf Stream originates in the equatorial current, one branch of which, following the coast of South America from Cape San Roque to the Antilles, enters the Caribbean Sea, from whence it is driven through the straits of Yucatan into the Gulf of Mexico. There it turns eastward along the northern coast of Cuba, and after passing the southern extremity of Florida, the current receives the name of Gulf Stream. It is 50 miles wide in its narrowest part, and continually widens until it divides south of Newfoundland. The difference in temperature between the waters of the Gulf Stream and those surrounding it varies at different places, but a difference of 30 degrees has been marked between the bow and stern of a ship crossing the line. (2) A good school geography will explain this.—B.]

What is the present law in regard to the postage on drop letters?

[The postage on drop letters is one cent in all places, except where there is a free delivery, there it is two.—A.]

Will you please advise me through the letter department of your excellent magazine of the most reliable encyclopædia of general information, suitable for a school or private library.

[Appleton's, if you can afford it. Johnson's is good, and so is the People's.—B.]

How can I best cultivate my memory? M. L. H.

[By using it. Thurlow Weed, when a young man, had a very poor memory. A friend told him to review each night all the events of the day that he could call to mind. He began to do so. Sitting down with his wife in the evening, he would relate to her all that he had seen, heard, and done during the day, no matter how trivial. His memory at once began to improve and in his later years it was quite remarkable. Somebody has recently given two good rules in answer to a similar question. Read only what you are interested in and never read without afterward recalling the whole subject, and recasting in your own language. Both of these methods faithfully followed would work wonders for poor memories in a very short time.—B.]

In the SCHOOL JOURNAL of Aug. 29 I notice this query, "What philosopher drew up a colonial constitution that proved a failure?" and the answer given was relative to Benj. Franklin when he proposed a union of the colonies immediately preceding the breaking out of the French and Indian war. This seems to fit quite nicely, but nevertheless I am positive it is not the answer which the original author (G. P. Quackenbos) wished to have.

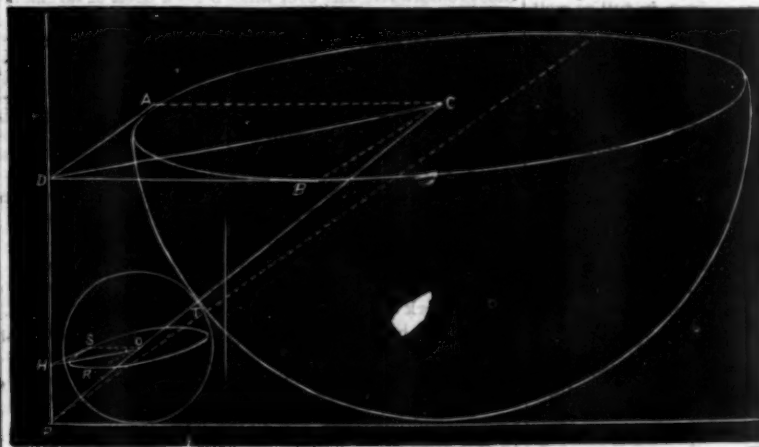
Charles II., in 1663, granted the tract of land extending from Virginia to the St. John's River, in Florida, to several noblemen, and they employed a celebrated philosopher to draw up a constitution for that tract, then known as Carolina. Locke, the philosopher, drew up the constitution, which he styled the Grand Model, but it was wholly unfit for the planters who were settling on the land, on account of its having too many titles of nobility and feudal lords, and therefore was disregarded. My authority for this is Quackenbos, in his "History of the U. S.," p. 80. The question is also found at the end of the history.

(1) How are the representatives in Congress apportioned? (2) What was the "Credit Mobilier?"

[The number of representatives is at present fixed at 333. To find how many each state is entitled to, her population is divided by the ratio of the whole number of representatives to the entire population of the U. S., but no state has less than two, whatever her population. (2) The first "Credit Mobilier" was a joint stock company organized in Paris in 1853, on the principle of limited liability, for the transaction of general banking business, to facilitate the construction of public works, and to develop national industry. The enterprise paid

large dividends, and the managers soon acquired immense fortunes, but the company failed. The Credit Mobilier of America was organized in 1863 on a somewhat similar plan. In 1867 the charter was purchased by a company organized for the construction of the Union Pacific R. R., and the stock rose to great value, paying enormous dividends. During a lawsuit in Pennsylvania, in regard to the ownership of the stock, it was found that several members of Congress and the vice-president were stock-holders in the concern. This caused a great political scandal, for it is considered highly improper for a member of Congress to be pecuniarily interested in any business, the profits of which can be effected by his vote in that body. A presidential canvass being in progress at the time, these facts were vigorously used by the opposing party, and hence the notoriety of the "Credit Mobilier."—B.]

ANSWERS.



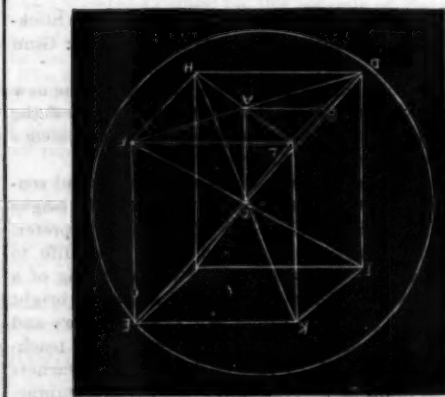
35. CA and CB are radii of the larger ball and perpendicular to the walls of the room. OS and OR are radii of the smaller ball and perpendicular to the walls of the room. CAD and OSH are similar right-angled triangles, lying in horizontal planes. DCP and HOP are similar right-angled triangles, lying in the same vertical plane.

In triangle CAD, $(CA)^2 + (AD)^2 = (DC)^2$; $DC = \sqrt{2} \text{ ft.} = 1.414214 \text{ ft.}$

In triangle DCP, $(DC)^2 + (DP)^2 = (CP)^2$; $CP = \sqrt{3} \text{ ft.} = 1.7320508 \text{ ft.}$

It may be shown that $CA : CP :: OS : OP$; hence, since CP is 1.7320508 times CA, OP is 1.7320508 times OS, or the radius of the smaller ball. $TP = 2.7320508 \text{ times the radius of the smaller ball. Since } TP = .7320508 \text{ ft., the radius of smaller ball} = .7320508 \text{ ft.} + .27320508 \text{ ft.} = .267949 \text{ ft.} \times 2 \times 12 \text{ in.} = 6.48056 \text{ in.} = \text{diameter.}$

E. H. G.



36. Let the globe, DE, exactly contain the cube, C. Since the eight corners of the cube, D, H, F, E, etc., all lie in the circumference of the globe and are equally distant from the centre of the cube, and also from the centre of the globe, the centre, C, must be common to both globe and cube, and C D, C H, C F, etc., radii of the globe.

$BD + BA = DA$; whence, $DA = \sqrt{2}$.

$DA + AC = CD$; whence, $CD = \sqrt{3} = \text{radius.}$

Therefore, the diameter of the globe $= 2 \times \sqrt{3}$.

E. H. G.

42. When "army" denotes the whole collection as one thing, it is of the neuter gender; when it is used otherwise its gender corresponds with the sex of the individuals composing the collection.

H. W.

44. (1) Corrected, *If he plays he wins.* "A conditional or a concessive clause requires a verb in the indicative mode when the action or being is assumed as a fact, or when the uncertainty lies merely in the speaker's knowledge of the fact."

(2) Corrected, *I disbelieve it to be him.* "A noun or pronoun used as attribute complement of a participle or an infinitive, is in the same case as the word to which it relates as attribute."

(3) Corrected, *I have no doubt of its being they.* "When the assumed subject of the participle or the infinitive is a possessive, its attribute complement is said to be in the same case." (R. & K.) "It to be him" is an object complement after "disbelieve," of which "it" is the principal word, modified by the infinitive phrase "to be him," of which "to" is the leader, "be" the principal word, and "him" an attribute complement completing "be." "Of its being they" is a phrase modifying "doubt," of which "of" introduces the phrase, "being" is the principal word, and "they" an attribute complement completing "being." W. G. S.

49. This is a complex interrogative sentence; princ. prop., "Is the old Grecian spirit frozen in your veins; subordinate, "that ye do crouch and cower like base-born slaves beneath your master's lash?" Subj. of princ. prop., "spirit," modified by the adj. elements "the," "old," and "Grecian"; pred., "Is frozen," modified by the adv. element "in your veins," and by the subordinate prop. Subj. of subordinate prop., "ye"; pred., "do crouch and cower," modified by adv. elements "like," "base-born slaves," and "beneath your master's lash." The subordinate prop. is introduced by the conj. "that." Originally there was probably an ellipsis to be supplied before that, but there is no need to supply it now.

$$50. \quad \begin{array}{r} 60 \times 60 = 3600 \\ 20 \times 20 = 400 \end{array}$$

$$60 \times 2 = 120, 120 \times 2 = 240$$

$$26 \frac{1}{2} \text{ ft.}$$

$$60 \text{ ft.} - 26 \frac{1}{2} \text{ ft.} = 33 \frac{1}{2} \text{ ft.}$$

$$\text{length of part broken off.}$$

Rule for the above: To find the part left standing, subtract the square of the given base from the square of the height of the tree, and divide the result by 2 times the height of the tree.

W. S. C.

52.

$$100\% - 25\% = 75\%.$$

$$\$2,700 \div .75 = \$3,600, \text{ amt. of stock.}$$

$$\$3,600 \times .08 = \$288, \text{ annual dividend.}$$

$$\$288 \div .10 = \$2,880, \text{ value of } 10\% \text{ stock.}$$

$$100\% - 4\% = 96\%.$$

$$\$2,880 \times .96 = \$2,764.80, \text{ amount necessary to invest.}$$

W. S. C.

QUESTIONS.

53. Bought a check on a suspended bank at 55 per cent.; exchanged it for railroad bonds at 6 per cent. which bear interest at 7 per cent. What rate of interest do I receive on the amount of money invested? W. T.

54. What is the initial value of a perpetual leasehold of \$3,500 a year, payable quarterly, interest 6 per cent., payable semi-annually? W. T.

55. Please parse underscored words: "I want to be quiet and to be let alone." W. H. B.

56. Why do we dream? N. B. B.

57. Explain fully why you double the quotient for a new divisor in extracting the square root of a number; and, in extracting the cube root, why do you point off into periods of 3 places each, and what is the meaning of the numbers 30 and 300 which appear? W. H. B.

58. Why do we point off as many decimal places in the product as there are in both multiplicand and multiplier? W. H. B.

59. General Sherman, after taking a fort, found but one man in it, and he was drunk. What fort was this? W. H. B.

60. A note dated January 31, and running one month, will be due when? W. H. B.

61. Why is "were" pluralized in the following: "This were a wicked pretension?" (Harvey's Grammar.) W. H. B.

62. Who invented the multiplication table? W. H. B.

It is astonishing how much can be taught in a single year by giving the school a question or two of an interesting nature. These should not be of a puzzling character, but within the easy comprehension of the pupils. Many questions are printed on this page from week to week that can profitably be used in this manner. Of the many asked we here suggest a few:

Who was the oldest man of modern times?

Who discovered America before Columbus?

Of what is cheap coffee made?

What people eat dirt?

How long has a human being been known to live without eating?

Hood's Sarsaparilla is characterized by three peculiarities: 1st, the combination of remedial agents. 2d, the proportion. 3d, the process of securing the active medicinal qualities. The result is a medicine of unusual strength, effecting cures hitherto unknown.

BOOK DEPARTMENT.

NEW BOOKS.

MARMION. By Sir Walter Scott. Edited with Notes. By William J. Rolfe, A.M. With illustrations. Boston: Ticknor & Co. 1885.

This edition of *Marmion* has been prepared on the same plan as Mr. Rolfe's "*Lady of the Lake*," made two years ago. The editor is too well known as an eminent Shakespearean and literary critic to need any words of commendation by us. His qualifications for this work are superior to any other American author, and, in our opinion, he surpasses in several important particulars, Richard Grant White. It is a singular fact, stated in the preface of this book, that "*Marmion*" has never been printed correctly, and even Lockhart marred the author's text far more than he mended it. Scott's own notes have been here given in full as well as those of Lockhart. All other notes are original.

This is a beautiful and, considering the paper and printing, a cheap edition of this immortal poem. Teachers should not put a poor copy of a standard poem in the hands of students. There is a peculiar fitness in giving to a learner a book, the appearance of which comports somewhat with the words of the author. An ephemeral story may be poorly printed and bound, for it is not expected to be called for a second time, but the poems of Scott, Milton, and Longfellow should command the best paper, type, illustrations, and binding. In these particulars, as in all other respects, this volume merits the highest commendation.

NEW HIGH SCHOOL MUSIC READER FOR MIXED VOICES. By Julius Eichberg, Director of Musical Instruction in the Public Schools of Boston. Boston: Ginn & Co. 1885. \$1.00.

This book is the result of an experience of many years as director of musical instruction in the Boston public schools. It is new, although a number of the author's old and favorite pieces have been introduced. In one very important particular the music of this book is to be commended, viz.: it is adapted to voices not changed or passing the critical point.

The bass and tenor parts of these songs have been arranged with reference to movement in a very limited compass. Most of the tenor parts may be taken by boys singing alto, with little or no loss of effect. Although the book is designed for the High School, much of the music is simple enough for the intermediate and grammar grades. The book is well printed, good paper, well bound, and contains 320 pages.

OUTLINES OF MEDIEVAL AND MODERN HISTORY. By P. V. N. Myers, A.M., author of "*Ancient History*" and "*Remains of Lost Empires*." Boston, New York, and Chicago: Ginn & Co.

This work aims to blend into a brief, clear, and attractive narrative the story of civilization since the meeting in the fifth century of Latin and Teuton upon the soil of the western Roman Empire.

It deals with the essential elements, not with the accidental features of the life of the race. The grouping is based upon the laws of historic development. The facts selected are such as illustrate the principles in the most striking and typical manner. The style is condensed and suggestive, presenting the matter so that it can be most easily grasped and held by the student.

Prof. W. F. Allen of the University of Wisconsin says: "Mr. Myers' book seems to me a work, of high excellence, and to give a remarkably clear and vivid picture of medieval history."

CHILD'S HEALTH PRIMER, FOR PRIMARY CLASSES. with special Reference to the Effects of Alcoholic Drinks, Stimulants, and Narcotics upon the Human System. Indorsed by the Scientific Department of the Women's Christian Temperance Union of the United States. New York and Chicago: A. S. Barnes & Co. 1885.

Fourteen states in this country require *all their pupils* in the public schools to be taught the effects of alcoholics and other narcotics upon the human system. It is not intended that pupils should learn the technical names of anatomy and physiology, but it is required that they should understand the prominent facts of physiology and hygiene, and the effects of alcohol and other poisons upon the human body, life, and character. This little book was written and published for the purpose of giving teachers and scholars a well-arranged, simple, practical book, bringing these truths to the capacity of the child. The average primary teacher knows nothing concerning this subject. This book supplies exactly what she wants. It can be read aloud to the school with excellent effect, if nothing more. We

are safe in saying that no primary teacher can afford to be without this volume. Its reading by [the teacher] will awaken thoughts and determinations never before possessed. It must not be understood by what we have said that this book treats of nothing but alcohol and narcotics. It gives many facts concerning the most interesting truths connected with physiology and anatomy, as Joints and Bones, Muscles, Nerves, Food, Strength, the Heart, the Lungs, the Skin, the Senses, and Heat and Cold. It is a valuable book, excellently printed and superbly illustrated.

STUDENTS' SONGS. Cambridge, Mass.: Moses King.

Moses King, while a student at Harvard College, earned his entire college expenses of about a thousand dollars a year by making books. Since his graduation he has published "*Students' Songs*," which has had the most remarkable sale ever known for a book of its class. Over 40,000 copies have already been sold, and the demand is as active as ever. The book itself is also a cause of its success. It is handsomely printed, and contains sixty songs, with their music. It is a surprise to find so choice a collection of new and copyrighted jolly songs and music, selling for only 50 cts.

STANDARD CLASSIC ATLAS. For Schools and Colleges, with an Alphabetical Index. Giving the Latitudes and Longitudes of 20,000 Places. New York and Chicago: Ivison, Blakeman, Taylor & Co.

A good atlas to a scholar is as indispensable as a good dictionary. Without both at his easy reach, he is unable to work and study with profit and pleasure. Good dictionaries have been, for several years, able to be obtained, but almost to the present good atlases could not be had. Even up to the present time all the school maps of the State of New York located many of the principal cities from five to ten miles out of the way. In this atlas great pains have been taken in reference to correct location.

The printing is well done, the paper is excellent, and the index enables one to find any place with great ease. To a classical student such a book as this is indispensable. Unless he studies carefully the relation of places he cannot become interested in what he reads.

The Index gives in parallel columns both the ancient and modern names. This is a most important feature, without which the book, to non-classical scholars, would have but little value. It is interesting to find that the ancient name of Canterbury was Durovernum; of Dover, Dubris; and of Chester, Deva. To some these may seem very trivial facts, but to the real student they have most important uses. This atlas is a valuable addition to our stock of classic text-books.

CLASSICS FOR CHILDREN: A PRIMER. By J. H. Stickney. 94 pp., bds. Introd. price, 20 cts. Boston: Ginn & Co.

There are good things in store for children in the new Primer just published by Ginn & Co., especially if the plan is followed which its author, whose experience ought to be a safe guide, has recommended.

In place of persistent repetition of inconsequent sentences, children may now have the free run of a bright book to which the teacher acts chiefly as interpreter. Here we have an easy transition from home life to school education. To be sure this is something of a novelty, for it goes without saying that a really bright school primer is a new thing, but since mothers and nurses by the thousand have made a pastime of teaching children to read by just such processes, teachers will not be in haste to pronounce the method impracticable. Certainly the logic of the plan is unanswerable. Teachers say in unison, "We cannot keep the children from learning their reading lessons by rote." This book says "Therefore do not try," and the strong natural tendency which makes so much trouble in other methods, it turns to account as a most efficient aid.

Following this argument the book uses some attractive story or verse to first introduce its words—something accepted as belonging to childhood's classics. At the start, where repetition is most desired, we have the story that more than any other deals in repetition, "This is the house that Jack built." Of course the sentence is the first thing for the child to learn, but while he is learning it and enjoying the thought, a few new words can be easily fixed in his mind, and in a little time come to be known at sight apart from the sentence.

This is no doubt the natural method, the one by which children learn to read without losing interest or falling into mechanical and thoughtless ways of pronouncing words; nor is this a mere send-off for a book that directly falls into hum-drum and commonplace. The

prevalent fault of American text-books—that of starting off with a capital of only two or three original ideas—does not here appear. The same freshness is to be found in every turn of a leaf, with sufficient variety to meet all the needs and moods of daily school life.

To rightly estimate the comparative scope of the work one should take the first ordinary primer that comes to hand, and write out in compact form the sentence material which composes it; then begin to do the same with this one. A much larger sheet or many more of them will be required. This is, we believe, the only primer that pretends to contain select reading matter to any extent, or to use any that it contains as a means of word teaching. The vocabulary of words taught exceeds five hundred, and it is easy to accept the author's statement in the introduction that "if well-taught this primer puts the child upon his feet in easy, natural reading suited to his years," which is exactly what we want of a primer.

There are many other phases of the book which entitle it to the consideration of teachers and school officials. It combines the methods approved by the best teachers, so as to turn each to the best account. It takes advantage of analogy in language by presenting, in classes, types of easy English monosyllables; thus, from *lay, cow, dog, cat*, etc., in the first story, the pupil is subsequently taught to know a half dozen similar words of each class, such as, *may, say, day; how, now, bow; fog, bog, hog*, etc. There are many other ingenious, practical devices, such as the free use of script, the alphabet so placed as to be of easiest possible access, simple music to fix the words as well as add interest, contexts in finer type to be read by the teacher, judicious use of diacritical marks, attractive arrangement of drills and exercises. Nor must we forget the mechanical excellences of the book, the many expressive pictures, the excellent typography and paper, and the attractive external appearance of the volume.

It is a book that can be heartily commended.

UNIFORM SCALE CONTINENTAL OBJECT LESSONS, consisting of maps of Europe, Asia, Africa, North America, and South America. Also, Dissected Maps of the Five Continents, drawn on a Uniform Scale, and cut to the Natural Divisions. Each box contains one continent. Also Charts of Animals drawn on a Uniform Scale. Springfield, Mass.: Milton Bradley Co.

In nothing do our pupils fail more completely and universally than in knowledge of comparative sizes and distances. Our common atlases do not teach these facts. We are safe in saying that ninety-seven per cent. of school children have no idea how much larger Asia is than Europe, Iowa than Massachusetts, and Africa than North America. No child can give any idea of the comparative sizes of animals from pictures. Fortunately, most school children have visited a menagerie and have seen elephants, lions, monkeys, and boa-constrictors. On this account ideas of these and other foreign animals are pretty distinct, but a state or continent cannot be so easily visited. A correct idea of it can be obtained only from maps and pictures. Our school geographies take no pains to teach these important points, and the consequence is, most high-school pupils think that Connecticut is larger than Minnesota, for so it is represented in one of our leading geographies. It may be on this account it is so popular in the Nutmeg State.

These charts remedy this evil, and if they could be introduced into all our primary schools, and all other kept out for three or four years, a result would be reached, most important in its bearing on the future ideas of the pupils. We heartily commend these charts as being the best that have been published anywhere either here or abroad. They should be thoroughly examined by all who have charge of primary and intermediate school work.

The National Temperance Society, 58 Reade street New York, has just published a new Concert Exercise for Sunday-schools, Bands of Hope, and other juvenile temperance societies, expressly adapted to the Centennial Celebration of the Temperance Reform, which will be held in September next. It consists of Responsive Readings relating to the Temperance Centennial, containing foundation principles, with extracts for recitation.

HORSFORD'S ACID PHOSPHATE FOR ALCOHOLISM.

DR. C. S. ELLIS, Wabash, Ind., says: "I prescribe it for a man who had used intoxicants to excess for fifteen years, but during the last two years has entirely abstained. He thinks the Acid Phosphate is of much benefit to him."

BOOKS AND READING.

Continued from page 42. (July 18.)

LEGENDS, MYTHOLOGY AND FAIRY TALES.

This class of books, too, has its place, and a very important one in child literature. I have been surprised to find objections to fairy tales urged on the ground of their being untrue. This is a sword that cuts both ways and would relegate "Pilgrim's Progress," and other classics to the top shelves. An education with the "Arabian Nights" left out, is incomplete. Were one to suppose, one would be surprised at the number of comparisons, similes, etc., found in standard authors, which are drawn from the "Arabian Nights" alone. Many a quaint and beautiful writer, notably Hans Christian Andersen, has chosen to express himself by the vehicle of fairy tales and folk-lore.

Furthermore such books directly cultivate and strengthen the imaginative and moral faculties. I cannot recall a fairy-tale, and I have read all that I could get, where the good did not succeed and the bad fail—where obedience, patience, generosity, reverences and the virtues were not rewarded and their opposites condemned. In this list are to be found the old favorites and others which are newer, but equally deserving. The series edited by the lamented Sidney Lanier is valuable in a historical sense as are "Saracen and Paladin"—Story of "Roland and Siegfried." I have rarely seen a book which is so near the ideal as the "Merry Adventures of Robin Hood" and his "Merry Men." The author both by his pen and pencil gives in a short compass such a picture of the famous Robin, Sherwood Forest, Kings, Lords, and Commoners of "Merrie England," as cannot be matched.

POETRY, BOOKS OF REFERENCE, ETC.

In this category have been classed many useful books of a miscellaneous character. The titles of many sufficiently explain their scope.

The "Reader's Handbook" is most useful for the teacher's desk, as one can find condensed accounts of noted names of fiction, e.g., "Sancho Panza," "Smike," etc. Smiles' works, "Character," "Duty," "Men of Action," "Self Help," "Thrift," "Self Culture," and "On the Threshold" are didactic and adapted for young men and women just beginning life. "The American Boys' Handy Book" and "Young Folk's Cyclopaedia" are especially good. "Dictionary of English Literature," (776 pp., full title "A Comprehensive Guide to English Authors and their Works." Random extracts: Beatrice, Niece to Leonato, Governor of Messina in Shakespeare's "Comedy of Errors," etc., then comes an extract on "Beatrice," from Mrs. Jameson. "Dictionary of Phrase and Fable," (1061 pp., Bibliographical appendix). Random extracts: "Ragout is something moreish—something you will be served twice (Latin, re-gustus, tasted again, French, re-quitte)." Horn-mad, quite mad, madness in cattle supposed to rise from a distemper in the internal substance of their horns, and furious or mad cattle had their horns bound with straw." "Why, mistress, sure my master is horn and (Shaks. Com. of Errors, III.).

"Songs and Rhymes for the Little Ones" and "Poems for Children," are books such as mothers want to read to their children—or teachers in the primary schools use for selections to be memorized.

"Illustrated Songs and Poems for Young People," as the name indicates, is for older children. "Wonders of the Physical World," (314 pp., 75 Ill.,) further entitled "The Glacier," "Iceberg," "Icefield of Avalanche." Contents: What is Ice, Glaciers, Glacial Period, Alpine Glaciers, Avalanches, Floating Ice in the Polar Regions, World of Wonders (4to 300 pp., Ill. index) is a very useful book for curious information and one that will save teachers many a weary hunt for answers, to the multitudinous questions which emanate from youthful minds.—Random extracts from index: Air, Spectres of the Amazons of Dahomey,

Colossus of Rhodes; Coins (the wear of); Crows (filial piety of); Cyclones, etc.

"Sunday Chats" (small 4to 256 pp., fully Ill.) will help to solve the Sunday problem in many families. Teachers and others interested in this matter of good reading will welcome the series published by Messrs. Ginn, Heath & Co., entitled "Classics for Children." These books are cheap only in price, for the editorial and press work are of first-rate quality.

NOTES ON BIOGRAPHY.

One of the best methods for reading history is to read the lives of the men who have made it. In fact, the only opportunity to read contemporaneous history is in this manner "Certain Men of Mark," and the Series edited by T. W. Higginson are valuable in this respect. In the former are condensed, interesting sketches of Gladstone, Beaconsfield, Bismarck, Victor Hugo, John Bright, and others; in the latter, which is more comprehensive, the eminent public men of England, France, and Germany. "Illustrious Soldiers" devotes from 15 to 30 pages each to 25 illustrious generals; such as Bayard, Wallenstein, Gustavus Adolphus, Cromwell, Marlborough, Frederick the Great, Washington, Wellington, Scott, Moltke, Lee, Sherman, and Grant. Such a book is specially fitted for a school library, and a progressive teacher can add greatly to the interest of mature classes in history by its use. The full title of Parton's book is "Captains of Industry," or Men of Business who did Something besides Making Money. Its pages, 397 in number, treat at greater or less length of about 50 men successful in various departments of human activity; as, David Maydole, hammer maker; Elihu Burritt, the learned blacksmith; Peter Fanouil, and the great hall he built; Israel Putnam, farmer; Cobden, Bright, Greeley, Sir Rowland Hill, Montefiore, and others. It is suggestive, and, as it claims, a book for Young Americans.

"Our Great Benefactors" (small quarto, 520 pp., with index) is of the same character but wider scope, containing sketches of 81 noted authors, 6 discoverers, 20 philanthropists, nine philosophers and patriots, 24 scientists and inventors. "Great Composers" (179 pp., Ill.) has chapters on Handel, Haydn, Mozart, Beethoven, Mendelssohn, Chopin, Liszt, Rossini, Hymn-writers, past and present, "American National Songs," "Wagner and his Music in America."

"Columbus" and "Washington," are both eminently readable. "Plutarch for Boys and Girls" (Quarto, 468 pp.,) besides an introductory account of Plutarch, contains most of the more famous lives interesting to youth; viz., Theseus, Romulus, and the Comparison; Lycurgus, Solon, Themistocles, Camillus, Pericles, Demosthenes, Cicero, and the Comparison; Alcibiades, Coriolanus, and the Comparison; Aristides, Cimon, and Pompey. In addition are extracts illustrative of famous episodes, customs, etc., as the engines of Archimedes, a Roman Triumph, etc. There are two fine maps of Greece and the Roman Empire, 45, Ill.; table of weights and measures with English equivalents, and a pronouncing index of Greek and Roman proper names.

The very joyous, pleasant and refreshing history of the Feats, exploits, triumphs and achievements of the Good Knight without fear and without reproach, the gentle "Lord De Bayard" (4to, 290 pp., Ill., with notes) presents a capital picture not only of Bayard, for the nobleness of whose character the reader feels genuine admiration, but also of the methods and customs of the last days of chivalry.

The author of "Brave Lives and Noble" (4to 320 pp., Ill.), beginning with Bruce and ending with Dickens, has seized the bare, salient events and characters mainly of English and American history and made them vivid and interesting to youth.

HISTORIC FICTION.

A good historical novel is a very necessary adjunct to the study of history. Yet, from the nature of the case, novels which are interesting, and at the same time historically accurate are rare. The "Waverly" novels constitute the most splendid body of historic fiction that the world has ever seen. Scott has to a wonderful de-

gree succeeded in depicting for a period of eight full centuries "the very age and body of the time, his form and pressure." It is a matter for congratulation that there are so many cheap editions of this greatest of romancers. Messrs. Ginn, Heath & Co. are publishing the "Waverlies" in substantial cloth, good paper, bold type, at so low a rate (35 and 50 cents) as to render them available to all.

Kingsley's "Hereward the Wake," and "Westward Ho!" present admirable pictures of England at the time of the Norman Conquest and of Elizabeth.

"Captain Phil" and "Recollections of a Drummer Boy" relate to the War for the Union, and are both very readable and trustworthy.

"The Young Huguenots" narrates the troubles of a family of Protestant children fleeing from France after the revocation of the Edict of Nantes.

HISTORY.

The "Epochs of Ancient and Modern History," written by ripe scholars, furnished with accurate maps, marginal notes, and indexed, constitute an admirable historical course covering a period of 3000 years.

"History of Germany, Present and Past" (492 pp., indexed), devotes most of its space to the present. Its 14 chapters treat of Upper and Lower Nobility, Laws of Successions, Peasant Proprietors, Marriage, Women, Education, The Army, Stage, Labor Question, etc. The index renders it available for reference.

The principal contents of "The England of Shakespeare" (192 pp., index): Appearance of the country, Trade and Commerce, Maritime Development, Religion and Education, the Courts of Elizabeth and James I., Shakespeare's London, Drama and Literature of the period.

"Concise History of the Netherlands" (673 pp. fully Ill., index) brings the history of Holland and Belgium down to 1884, and while it traverses much of the ground occupied by Motley, is independent, impartial, and in every way admirable. "Young Folk's War for the Union" should be in every school. It contains enough of the various strategic movements of the war to interest older readers, and enough personal incident for younger, and is, moreover, written in a spirit of the greatest fairness. The appendices and index add to its value. "English History for Young Folks," by Gardner, has the merit of coming from one of the greatest authorities on English History. For mature readers I can recommend most strongly the "Introduction to English History," by the same author. I do not know of a more suggestive or profitable book, of this character, for young men.

The series by Coffin narrate in story form the progress of Liberty from the date of the Great Charter to the close of the last war: "Herodotus for Boys and Girls" (4to, 328 pp., 50 Ill.) contains the cream of this famous historian. "Our Young Folk's Josephus" (4to, 478 pp., Ill.) contains the Antiquities of the Jews, and Jewish wars of Josephus condensed and simplified by William Shepard. "Colonial Days" (4to, Ill.), Famous Indian Series, and the minor wars of the United States: "King Philip's War," "Old French War," "War of 1812," and "War with Mexico," about 350 pp. each, with Ill., index and map, would make a good beginning in American History, and lead up to the American Statesmen Series. Such books as these should generally be used with U. S. History in schools. In every class there are a few who are willing to go deeper than the necessarily meager text-book can take them. If such can have access and intelligent direction in the reading of these books, the study of history will be much more profitable. "Decisive Events in History" (4to, 178 pp., index), beginning with the battle of Marathon and ending with the restoration of the German Empire, presents graphic accounts of the various great events in history; as the founding of Constantinople and Venice, Norman Conquest, Magna Charta, Defeat of the Armada, Surrender of Napoleon, etc. "Tales of the Pathfinders" (325 pp., Ill., index) relates the history of early American discoverers and pioneers, as Ponce de Leon, De Soto, La Salle, etc.

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ordered a "Home Treatment" and in a report, "after many days," in a letter in May, 1885, he writes to Drs. Starkey & Folen, as follows:

"I derived so much benefit from your Compound Oxygen last year that I will ask you to send me the same supply for Home Treatment, with the inhaler, for which I inclose the price. By my advice others have tried it, and never without benefit."

ONE of the largest advertisers in New York says:

"We once hit upon a novel expedient for ascertaining over what area our advertisements were read. We published a couple of half-column 'ads' in which we purposely misstated half a dozen historical facts. In less than a week we received between 300 and 400 letters from all parts of the country from people wishing to know why on earth we kept such a consummate fool who knew so little about American history. The letters came pouring in for three or four weeks. It was one of the best paying 'ads' we ever printed. But we did not repeat the experiment, because the one I refer to served its purpose. Our letters came from school boys, girls, professors, clergymen, school teachers, and in two instances from eminent men who have a world-wide reputation. I was more impressed with the value of advertising from those two advertisements than I should have been by volumes of theories."

ACCORDING to a German proverb, a cat has nine lives. During a dearth of news in a Western newspaper office, the pet cat was jammed in the job press, and the editor immediately set up the following head-lines:

"DREADFUL ACCIDENT!
NINE LIVES LOST."

By falling from a wagon, a Chinaman in California, whose life was insured for a large amount, was seriously hurt. There was some doubt as to his ever getting better, and at length one of his friends wrote to the insurance company: "Charley half dead; likes half money."

AS A RELIABLE REMEDY for Coughs, Colds, Hoarseness, or any affection of the throat and chest, use, according to directions given on each bottle, *Madame Zadoc Porter's Cough Balsam*. It is always reliable, and the possession of a single bottle may, in case of a sudden attack, prove to be worth fifty times its cost. Sold by Druggists everywhere.

It is the fashion at New York to dine on the roofs of hotels and restaurants. Those made of tar paper must be rather indigestible. After a while they will be pitching their tents there. This desire to live high is what is ruining the country.

General debility, female weakness, loss of physical power, Bright's Disease, and nervous diseases, are speedily cured by Hunt's Remedy.

"WHAT smell is that, my dear?"
"Cloves, my love!"
"But the other odor?"
"Cinnamon, darling!"
"But I smell something else!"
"Oh, that's allspice!"
"But I'm certain I smell something that isn't spiced at all."
"That's an apple I ate just before I came in."
"Well," said Mrs. B., "if you'd only swallowed a ham sandwich and a drink of brandy you'd have all the ingredients for a good mince pie."

To encourage sleep, create an appetite, brace up the system, and to purify the blood, take the unfailing Hunt's [Kidney and Liver] Remedy.

AN amusing incident occurred at a jewelry store the other day. A carpenter entered to buy a scarf-pin, and expressed the wish to have one bearing the emblems of his trade. Various pins of various sorts were exhibited by the jeweler, until after a while the eye of the carpenter rested on a Masonic pin—square and compass and letter G. "There, that's what I want," said the carpenter, pointing toward the pin. "Yes, but that's a Masonic emblem, you know," replied the salesman. "No matter," replied the other, "it's just what I want. There's the square and the compass and G for the gimlet; I'll take that."

Hay Fever. I have been a great sufferer from Hay Fever for 15 years, and have tried various things without doing any good. I read of the many wondrous cures of Ely's Cream Balm and thought I would try once more. In 15 minutes after one application I was wonderfully helped. Two weeks ago I commenced using it, and now I feel entirely cured. It is the greatest discovery ever known or heard of.—DUNHAM CLARK, Farmer, Lee, Mass. Price 50 cents.

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"Prosperity gains friends, adversity tries them."

Another Lady.

Mrs. Thomas Atkinson, of Providence, R. I., says:—"I was confined to my bed. A friend urged me to try HUNT'S (Kidney and Liver) REMEDY. I had taken less than three bottles, when I was able to resume my household duties."

"Be devoted to one thing at a time."

The Weaker Sex.

My Kidneys became afflicted and weak; HUNT'S (Kidney and Liver) REMEDY gave me the desired benefit. I consider it a sure cure.—Mrs. Florence L. Wood, Bridgeport, Conn.

"True friendship is eager to give."

Mrs. Rockwell's Heart Disease.

"I have been severely afflicted with heart disease for a number of years; my trouble was caused by inaction of my kidneys. I cheerfully recommend HUNT'S (Kidney and Liver) REMEDY to all who may be afflicted as I have been."—Mrs. A. O. Rockwell, Pearl St., Providence, R. I.

"Without health all men are poor."

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"I was tapped eight times. I had one hundred and fifty six pounds of water taken out of me. Was treated by seventeen different doctors, and HUNT'S (Kidney and Liver) REMEDY has cured me."—Mrs. David North, Icosse, Wayne County, Mich., May 30, 1883.

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"It has become so common to begin an article, in an elegant, interesting style,

"Then run it into some advertisement, that we avoid all such,

"And simply call attention to the merits of Hop Bitters in as plain, honest terms as possible,

"To induce people

"To give them one trial, which so proves their value that they will never use anything else."

"The REMEDY so favorably noticed in all the papers.

"Having a large sale, and is supplanting all other medicines.

"There is no denying the virtues of the Hop plant, and the proprietors of Hop Bitters have shown great shrewdness and ability."

"In compounding a medicine whose virtues are so palpable to every one's observation,"

Did She Die?

"No!

"She lingered and suffered along, pin-

ing away all the time for years."

"The doctors did her no good;"

"And at last was cured by this Hop Bitters the papers say so much about."

"Indeed! Indeed!"

"How thankful we should be for that medicine."

A Daughter's Misery.

"Even years our daughter suffered on a bed of misery.

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